Department of Elementary and Secondary Education

Missouri Preschool Project: Program Evaluation Report

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Missouri House Bill 1519

"Beginning on the effective date of this act, the Department of Elementary and Secondary Education and the Department of Social Services shall initiate and conduct a four-year study to evaluate the impact of early childhood development, education and care in this state. The study shall consist of an evaluation of children eligible for moneys pursuant to this paragraph, including an evaluation of the early childhood development, education and care of those children participating in such program and those not participating in the program over a four-year period. At the conclusion of the study, the Department of Elementary and Secondary Education and the Department of Social Services shall, within ninety days of conclusion of the study, submit a report to the General Assembly and governor, with an analysis of the study required pursuant to this subparagraph, all data collected, findings, and other information relevant to early childhood development, education and care." Missouri General Assembly House Bill 1519 (HB1519), 1998

Program Evaluation Overview

The purpose of this evaluation study was to assess program quality, program improvement, and child outcomes. Two primary research questions were addressed:

1. How do children in programs receiving HB1519 funds perform on cognitive and social measures, compared to children attending other programs?
2. Do programs receiving HB1519 funds improve in quality over time?

This project involved determining program quality of participating programs through observational assessment of the Missouri Preschool Project classroom environments and teacher interaction, as well as the collection of supplemental survey information from administrators and teachers. Preschool children who participated in a Missouri Preschool Project program sponsored by the Department of Elementary and Secondary Education (DESE) and a comparison group of comparable children who had not participated were assessed. In addition, information was collected from their parents through a brief survey. This report provides the programmatic information gathered in this study, with the classroom as the unit of analysis. Components include the observational assessments of program quality, assessments of teacher interaction, and findings from administrator and teacher questionnaires. These components are addressed in the following sections of this report: **Early Childhood Classroom Observations, Teacher Interaction, Administrator Questionnaire, Teacher Questionnaire, Instructional Activities Scale,** and **Teacher Belief Scale**. A separate report addresses the child assessment components of the overall study.

Early Childhood Classroom Observations

This is the final year of collecting information about the Missouri Preschool Project sites. Initial data collection began in 2000, with additional sites added in 2001. Altogether, initial observational assessments occurred in 216 Missouri Preschool Project classrooms from 156 programs, which were located in 71 counties. During 2002 a second observation was conducted in a subset of the classrooms. Time 1 and Time 2 assessments were conducted in 101 of the classrooms from 98 of the programs, located in 58 counties, thereby providing a comparison of program quality over time during the implementation of the Missouri Preschool Project.

Early Childhood Environment Rating Scale – Revised (ECERS-R)

The Early Childhood Environment Rating Scale–Revised (ECERS-R) was used to assess the level of classroom quality (Harms, Clifford, & Cryer, 1998). The ECERS-R consisted of an observation lasting approximately two hours, during which the assessor scored the program in seven subscales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. Each of the 43 items in the assessment was scored using a rating scale of 1 *(Inadequate),* 2 *(Inadequate to Minimal),* 3 *(Minimal),* 4 *(Minimal to Good),* 5 *(Good),* 6 *(Good to Excellent),* and 7 *(Excellent)*. For five of the items, a rating of *Not Applicable* could be given.

To ensure that observers were assessing the quality in a consistent manner, inter-rater reliability observations were conducted across the state prior to data collection. For all observers across the three years, inter-rater reliability ranged from 89% to 94% for scoring the items exactly the same on the 7-point scale. When looking at two observers scoring each item within one point of each other, they were consistent on 93% to 99% of the items. For a complete explanation of the inter-rater reliability, see Appendix A.

Program Quality Findings at Time 1 and Time 2

Altogether, subscale mean scores ranged from 4.69 to 5.86 on the 7-point scale for the 216 sites assessed at Time 1. These scores suggest a *good* level of quality of the classroom environments for observed programs. At Time 1 the outside observers rated programs as having lower mean scores on the Activities subscale (subscale mean of 4.69), which corresponded to quality at a level between *minimal* and *good.* These items within the Activities subscale were rated the lowest: (1) nature or science, (2) promoting acceptance of diversity, and (3) music or movement, with item means of 3.94, 3.96, and 4.00, respectively. In contrast, observers rated the programs highest on the Interactions subscale (with subscale means of 5.86), equating to a quality in the range of *good to excellent*. The items in this subscale with especially high scores were as follows: (1) staff-child interactions, (2) interactions among peers, and (3) general supervision of children, with respective item means of 6.36, 6.11 and 5.91. A summary of all the subscale findings is presented in Table 1, with complete scales of all the findings presented in the Appendix, Tables B-1 through B-7 for Time 1 and Tables C-1 through C-7 for Time 2.

Comparatively, at Time 2 the overall subscale scores ranged from 5.04 to 6.13, with a Total Score of 5.57, which equated to a *good to excellent* rating for the 101 observed classrooms. Again, the Activities subscale was lowest, with a mean score of 5.04. The same individual items also remained lower, with means of 4.35, 4.46, and 4.48 for the items of nature or science, promoting acceptance of diversity, and music or movement, respectively. In addition, the Interactions subscale continued to be the highest subscale with a mean of 6.13. At Time 2 the highest individual items within that subscale were staff-child interactions and interactions among peers, having means of 6.45 and 6.25, respectively.

Table 1. Mean Subscale Scores on Early Childhood Environment Rating Scale–Revised (ECERS-R)

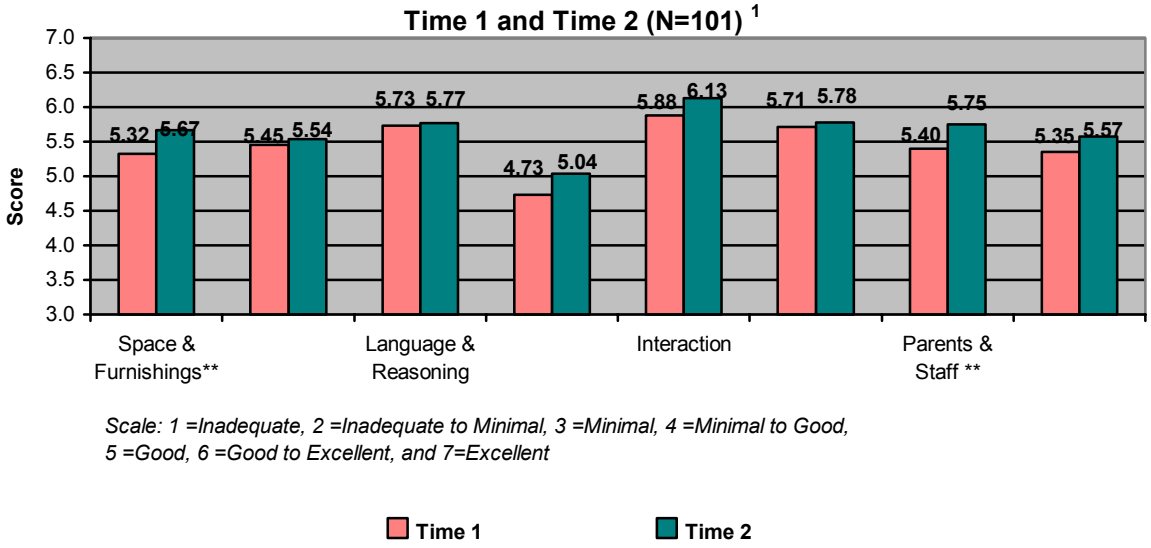
Subscale	Subscale Mean [a] Time 1 (n=216)	Subscale Mean [a] Time 2 (n=101)
Space and Furnishings	5.29	5.61
Personal Care Routines	5.47	5.54
Language and Reasoning	5.69	5.77
Activities	4.69	5.04
Interactions	5.86	6.13
Program Structure	5.65	5.78
Parents and Staff	5.43	5.75
Total Score	5.33	5.57

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Comparison of Program Quality Assessment Scores over Time

A sample of Missouri Preschool Project early childhood classrooms was assessed twice using the Early Childhood Environmental Rating Scale – Revised (ECERS-R). Two assessments were conducted at each of 101 Missouri Preschool Project classrooms in this study. Figure 1 displays the change over time for these 101 sites.

Figure 1. Program Quality Assessment: Comparison of Missouri Preschool Project Classrooms Assessed at Time 1 and Time 2 (N=101) [1]



* $p < .05$
** $p < .01$
*** $p < .001$

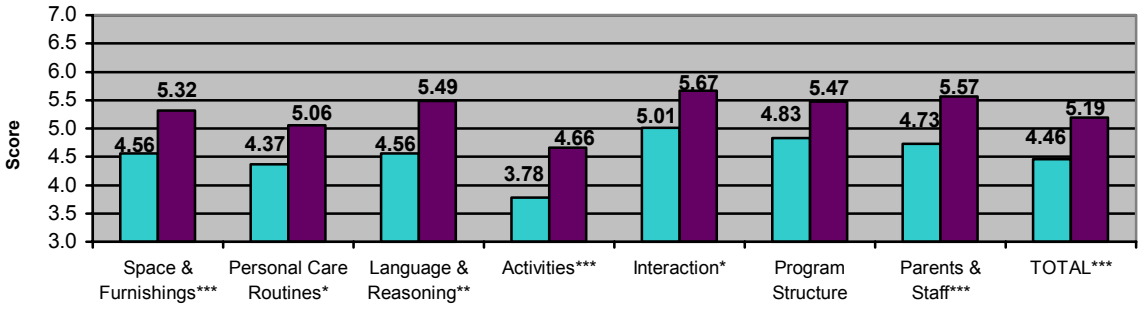
Mean scores for each subscale were relatively high at Time 1, with only one subscale score below 5.00 on the 7-point scale, i.e., Activities, with a mean score of 4.73. Even with the relatively positive scores at Time 1, the mean score for each subscale increased from Time 1 to Time 2, with statistically significant changes ($p<.05$) occurring for the Total Score and these subscales: Space and Furnishings, Activities, and Parents and Staff. The effect size was small to moderate ($eta^2 \leq .14$), however, suggesting that only a small to moderate portion of the variance may be associated with time.

Thirty-four of the classrooms assessed twice received overall scores of less than 5.00 in the first assessment of program quality. This is considered to be lower than "good" quality. Figure 2 presents the comparison of the first and second assessment for these sites that needed more technical assistance for improvement.

[1] **Significance:**

Space and Furnishings:	$F(1,100)=7.14$, $p=.009$, $eta^2=.07$	Interaction:	$p=.09$, $eta^2=.03$
Personal Care Routines:	$p=.55$, $eta^2<.01$	Program Structure:	$p=.69$, $eta^2<.01$
Language and Reasoning:	$p=.82$, $eta^2<.01$	Parents and Staff:	$F(1,100)=12.35$, $p=.001$, $eta^2=.11$
Activities:	$F(1,100)=5.64$, $p=.019$, $eta^2=.05$	TOTAL:	$F(1,100)=4.61$, $p=.034$, $eta^2=.04$

Figure 2. Missouri Preschool Project Change in Program Quality over Time for Programs with Less than "Good" Quality at Time 1 (N=34) [2]



Scale: 1 =Inadequate, 2 =Inadequate to Minimal, 3 =Minimal, 4 =Minimal to Good, 5 =Good, 6 =Good to Excellent, and 7=Excellent

Time 1 Time 2

* $p < .05$
** $p < .01$
*** $p < .001$

Particularly positive changes were seen at the time of the second assessment for these classrooms with initially lower program quality scores. Each mean subscale score and the Total Score increased at Time 2, with statistically significant improvements in both the Total Score and five of the subscale scores of Space and Furnishings, Personal Care, Language – Reasoning, Activities, Interaction, and Parents and Staff. A large effect size ($eta^2 \geq .14$) was seen for the improvement in the overall program quality score, in addition to the most of the subscales. This indicates that a large proportion of the variance may be associated with time.

[2] **Significance:**

Space and Furnishings:	$F(1,33)=21.30$, $p<.001$, $eta^2=.39$	Interaction:	$F(1,33)=4.24$, $p=.047$, $eta^2=.11$
Personal Care Routines:	$F(1,33)=6.52$, $p=.015$, $eta^2=.17$	Program Structure:	$p=.09$, $eta^2=.08$
Language and Reasoning:	$F(1,33)=11.39$, $p=.002$, $eta^2=.26$	Parents and Staff:	$F(1,100)=20.59$, $p<.001$, $eta^2=.38$
Activities:	$F(1,33)=23.82$, $p<.001$, $eta^2=.42$	TOTAL:	$F(1,100)=18.63$, $p<.001$, $eta^2=.36$

Teacher Interaction

Caregiver Interaction Scale (CIS)

The quality of teacher-child interactions was measured by the Caregiver Interaction Scale (Arnett, 1989). This measure assessed the interactions of the lead teacher in the classroom, using a scale of 1 *(Not at All),* 2 *(Somewhat),* 3 *(Quite a Bit),* and 4 *(Very Much)*. The instrument includes these four subscales: Positive Relationship, Punitiveness, Permissiveness, and Detachment. The four items within the subscale of Permissiveness were reverse-coded. The authors of this evaluation consider high scores to be desired for the Positive Relationship subscale, with moderately high scores desired for the Permissiveness subscale and low scores desired for the Punitiveness and Detachment subscales.

Teacher Interaction Findings at Time 1 and Time 2

At the same time as they completed the ECERS-R assessments of program quality, assessors completed the Caregiver Interaction Scale for the lead teachers of the Missouri Preschool Project classrooms. These assessments were done for 208 of the classrooms at Time 1 and 101 of the classrooms at Time 2. The subscale findings on the Caregiver Interaction Scale at Time 1 and Time 2 are displayed in Table 2. The findings for each individual item in the assessment are displayed in Table D-1 in Appendix D and Table E-1 in Appendix E. The subscale mean scores for both Time 1 and Time 2 indicate that the teachers generally demonstrated quite positive relationships with the children, with some permissiveness, very little detachment, and very little punitiveness.

Table 2. Mean Subscale Scores on the Caregiver Interaction Scale

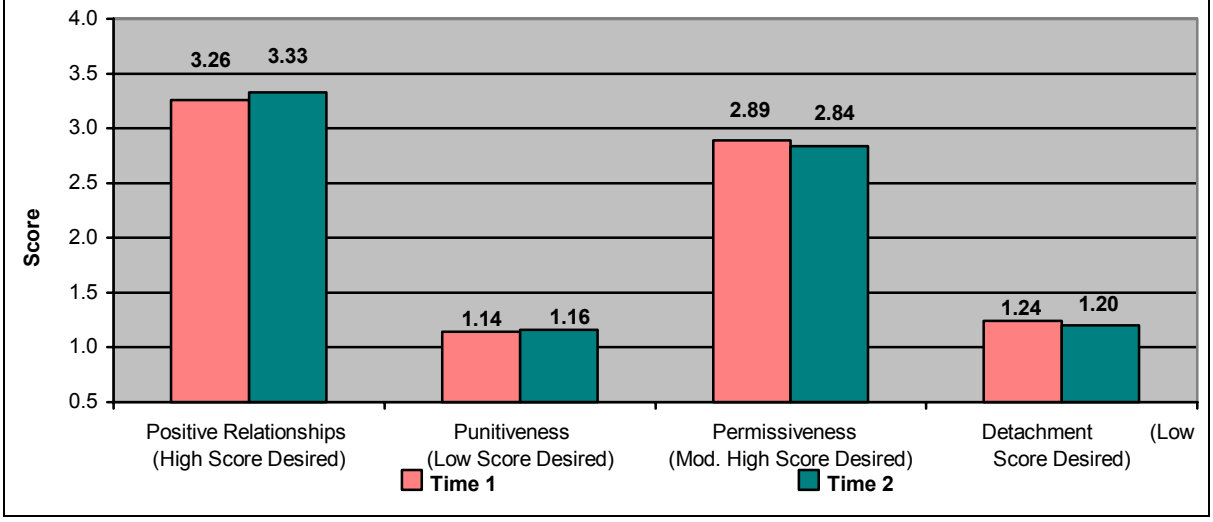
Subscale	Mean [a] Time 1 (n=208)	Mean [a] Time 2 (n=101)
Positive Relationship [a]	3.20	3.34
Punitiveness [a c]	1.17	1.16
Permissiveness [b]	2.89	2.83
Detachment [a c]	1.31	1.19

[a] Scale: 1 = *Not at All*, 2 = *Somewhat*, 3 = *Quite a Bit*, and 4 = *Very Much*
[b] Scale: 4 = *Not at All*, 3 = *Somewhat*, 2 = *Quite a Bit*, and 1 = *Very Much*
[c] Low scores are desirable for this subscale

Comparison of Teacher Interaction Assessment Scores over Time

The interaction of teachers was also assessed at the same time as the re-assessment of program quality in Missouri Preschool Project classrooms, using the same Caregiver Interaction Scale (Arnett, 1989). Figure 3 presents the comparison of the first and second assessment for 96 teachers assessed both times.

Figure 3. Caregiver Interaction Scale: Comparison of Missouri Preschool Project Teachers at Time 1 and Time 2 (N=96) [3]



* $p < .05$
** $p < .01$
*** $p < .001$

No statistical changes occurred in the mean scores for the subscales of Positive Relationships, Punitiveness, Permissiveness, or Detachment. It should be noted that, on average, teachers received desirable scores at each time of assessment. This included scores reflecting teacher interaction, which was considered to be quite positive, moderately permissive, and generally lacking in punitiveness and detachment. Thus, there was very little opportunity for change that would reach statistical difference.

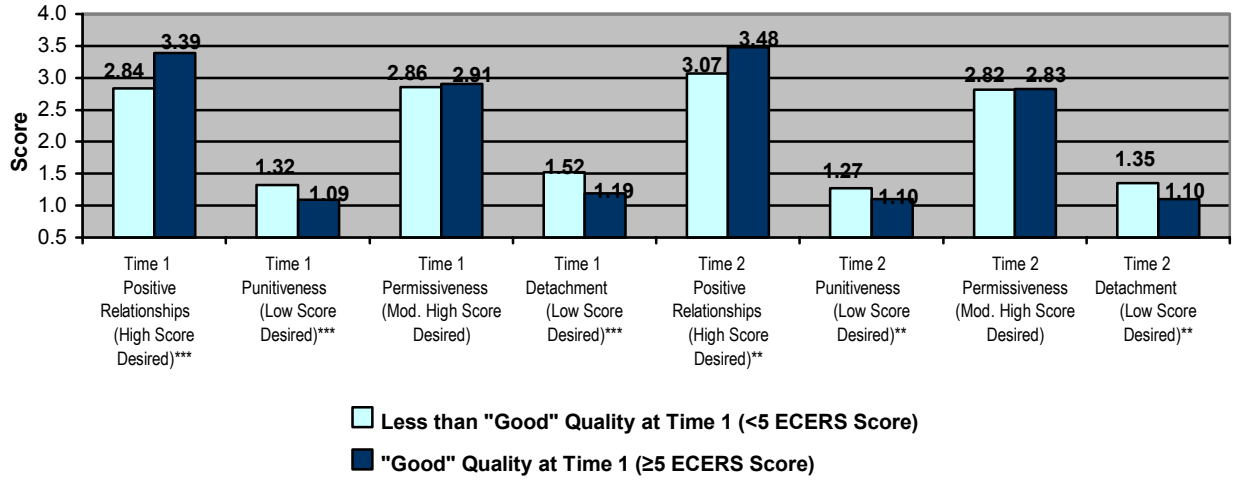
[3] **Significance:**

Positive Relationships:	p=.40, eta^2=.01	Permissiveness:	p=.34, eta^2=.01
Punitiveness:	p=.73, eta^2<.01	Detachment:	p=.38, eta^2=.01

Comparison of Caregiver Interaction Scale Scores Based on Program Quality

The Caregiver Interaction Scale was also examined in relationship to the program quality scores. Programs were divided into two groups: the 73 classrooms that received lower initial program quality scores (less than 5.00 on the Total Score of ECERS-R), and the 135 classrooms that received higher initial scores (5.00 or more on the Total Score of ECERS-R). At Time 1, scores on three of the subscales of the Caregiver Interaction Scale were statistically inferior for the group assessed as having less than "good" program quality: Positive Relationships, Punitiveness, and Detachment. In other words, more desirable teacher interaction was associated with higher program quality overall at Time 1, particularly with regard to observable positive relationships. Moderate to large effect sizes (eta^2=.10 to eta^2=.18) suggest a moderate to large proportion of the variance in teacher interaction to be associated with program quality scores. This is shown in Figure 4.

Figure 4. Caregiver Interaction Scale: Comparison of Missouri Preschool Project Teachers Based on Level of Program Quality at Time 1 [4]



* $p < .05$
** $p < .01$
*** $p < .001$

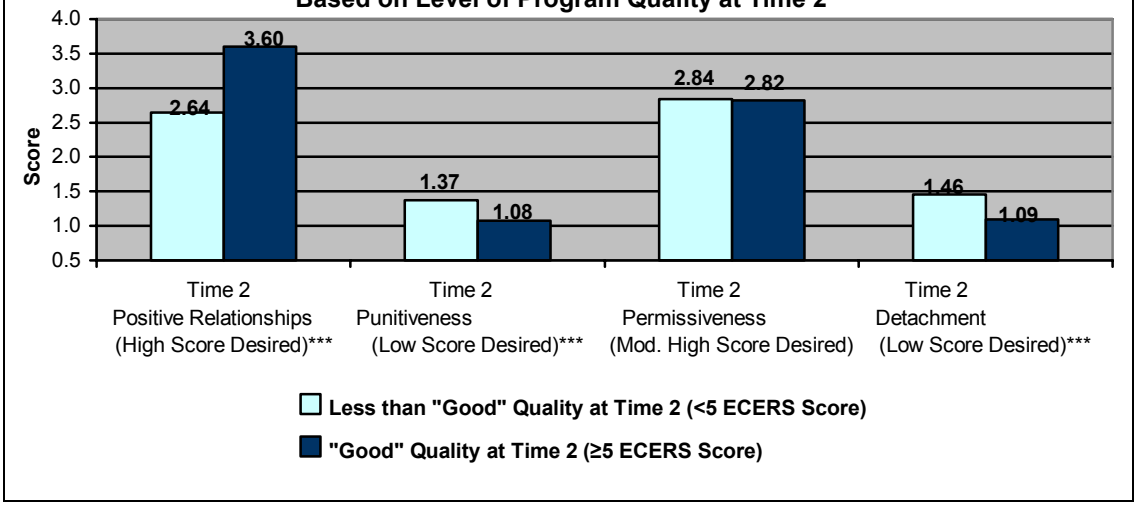
[4] Sample Sizes:
Time 1 Sample with Less than "Good" Quality at Time 1 N=73
Time 1 Sample with "Good" Quality at Time 1 N=135
Time 2 Sample with Less than "Good" Quality at Time 1 N=34
Time 2 Sample with "Good" Quality at Time 1 N=67

Significance:
Time 1 Positive Relationships: $F(1,206)=46.29$, $p<.001$, eta^2=.18
Time 1 Punitiveness: $F(1,206)=27.41$, $p<.001$, eta^2=.12
Time 1 Permissiveness: $p=.43$, eta^2<.01
Time 1 Detachment: $F(1,206)=21.88$, $p<.001$, eta^2=.10
Time 2 Positive Relationships: $F(1,99)=10.36$, $p=.002$, eta^2=.10
Time 2 Punitiveness: $F(1,99)=6.08$, $p=.015$, eta^2=.06
Time 2 Permissiveness: $p=.86$, eta^2<.01
Time 2 Detachment: $F(1,99)=10.81$, $p=.001$, eta^2=.10

Figure 4 also presents a comparison of the Caregiver Interaction Scale for the subsets of the same two groups that were assessed at Time 2. This includes 34 of the 73 classrooms that had lower initial ECERS-R scores and 67 of the 135 classrooms that had higher initial scores. This comparison shows similar trends, with the group that had lower initial ECERS-R scores still having statistically less desirable teacher interaction at Time 2, according to these same three subscales: Positive Relationships, Punitiveness, and Detachment. However, the subscale scores of both groups were improved at Time 2, and the gap between the two groups was smaller. Some association between teacher interaction and program quality is still suggested by the moderate effect sizes in this comparison (eta^2=.06 to eta^2=.10).

One additional comparison was made between program quality and teacher interaction. The level of program quality at Time 2 was used as the basis for dividing the sites into two groups, (total mean ECERS-R Scores of 5.00 or higher defined as "good" quality, and scores of less than 5.00 defined as "less than good" quality). At Time 2, 28 classrooms had Total Scores on the ECERS-R that placed them in the "less than good" category, while 74 classrooms had "good" quality. Figure 5 displays the comparison between these two groups on the subscales of the Caregiver Interaction Scale.

Figure 5. Time 2 Caregiver Interaction Scale: Comparison of Missouri Preschool Project Teachers Based on Level of Program Quality at Time 2 [5]



* $p < .05$
** $p < .01$
*** $p < .001$

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[4] **Sample Sizes:**
Time 2 Sample with Less than "Good" Quality at Time 2 N=28
Time 2 Sample with "Good" Quality at Time 2 N=74

Significance:
Time 2 Positive Relationships: $F(1,100)=87.46$, $p<.001$, $eta^2=.47$
Time 2 Punitiveness: $F(1,100)=18.37$, $p<.001$, $eta^2=.16$
Time 2 Permissiveness: $p=.76$, $eta^2<.01$
Time 2 Detachment: $F(1,100)=22.997$, $p<.001$, $eta^2=.19$

Statistically significant differences appeared in this analysis of teacher interaction, based on program quality at Time 2. Large effect sizes (eta^2=.16 to eta^2=.47) indicated that a large proportion of the variance in mean scores was associated with program quality for these three subscales of the Caregiver Interaction Scale: Positive Relationships, Punitiveness, and Detachment. To state in other words, when program quality was still less than optimal at Time 2, teacher interaction was also less desirable. Teachers in the programs with lower Time 2 quality scores had statistically lower scores on Positive Relationships, statistically higher scores on Punitiveness, and statistically higher scores on Detachment than teachers in the programs with higher quality scores.

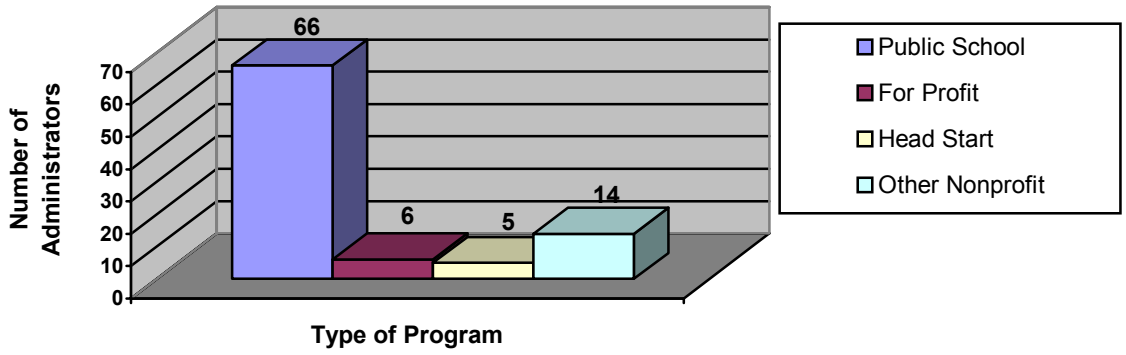
Administrator Questionnaire

This section of the report presents findings from the *Administrator Questionnaire*, which 92 of the 156 administrators (59.0%) of Missouri Preschool Project programs completed. The *Administrator Questionnaire* requested that respondents provide information concerning both the early childhood program and their own education and career plans. Slight differences in the sample size resulted from omissions of responses to specific questions.

Early Childhood Programs

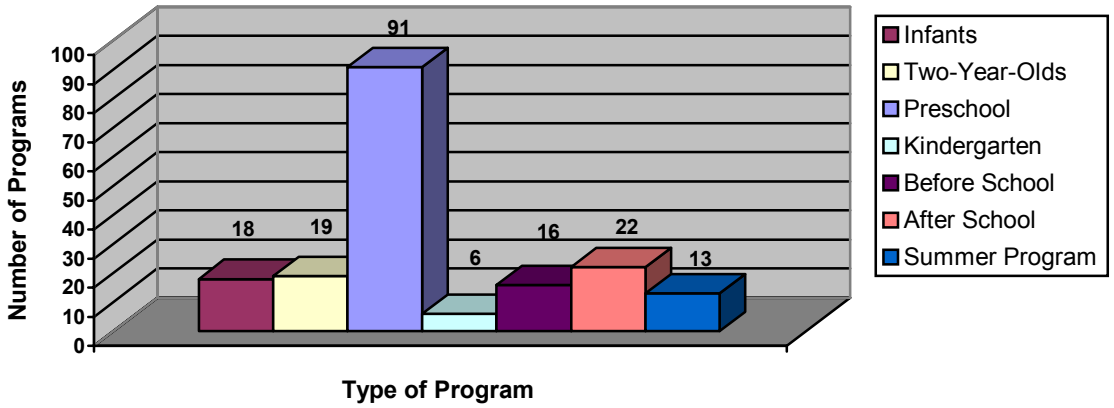
The Missouri Preschool Project requires a coordinated relationship between the early childhood program and the school district, although the program can be located elsewhere. Nonetheless, 66 of 91 administrators (72.5%) indicated that their early childhood programs were administered by the public school. Six (6.6%) described their programs as for-profit organizations. Five programs (5.5%) were affiliated with Head Start, with 14 programs (15.4%) reportedly administered by other non-profit organizations. The distribution of the programs is displayed in Figure 6.

Figure 6. Program Affiliation
(n=91)



While the Missouri Preschool Project supports programming for 3-to-5-year-olds, most programs provide services for other children, also. Administrators were asked the ages of all children served by their programs, using these categories: infants and toddlers, two-year-olds, preschool children (age 2½ to 5 years), kindergarten, before school (school-age), after school (school-age), and school-age summer care. Eighteen of 91 administrators (19.8%) indicated that they served infants and toddlers, while 19 (20.9%) served two-year-olds in their program. According to the administrators, all 91 programs (100.0%) served preschoolers, while only 6 (6.6%) served kindergartners. Sixteen of 91 programs (17.6%) served children before school, 22 (24.2%) served children after school, and 13 (14.3%) offered a school-age summer program. Figure 7 summarizes this information.

Figure 7. Age Groups Served by Programs
(n=91)



The respondents provided additional enrollment information, along with weekly rates for each of the age groups that they serve. Table 3 summarizes the enrollment information and weekly rates reported for the programs. Of the 17 respondents with full-day programs for infants, enrollment ranged from 2 to 28 infants, with a mean of 12 and a median of 8 infants served. The average weekly rate for full-day infant early childhood education was $112.50, with all 17 programs being open at least 10 hours per day.

Sixteen respondents stated that they offered a full-day program for two-year-olds, with all of the programs operating 10 or more hours a day. Enrollment of two-year-olds ranged from 3 to 36, with programs serving a mean of 14 and a median of 13 children. The average weekly rate for full-day programming for a two-year-old was $97.69.

Sixty-five administrators reported serving preschoolers in a full-day program; these have been divided into programs operating 5 to 9 hours per day and programs operating 10 or more hours per day. For the 26 programs with 5-to-9-hour full-day schedules, enrollment ranged from 5 to 40 preschool children, with a mean and median of 18 preschoolers served. Their average weekly rate was $48.70. For the 39 programs open at least 10 hours per day, the number enrolled ranged from 9 to 88, for a mean of 34 and a median 27 of preschoolers. Weekly rates for this group averaged $81.00.

Additionally, 41 administrators reported half-day preschool enrollment ranging from 2 to 309 children, with a mean of 38 and median of 24 children served. Twenty-three of these were programs that did not offer full-day preschool services. The average weekly rate for half-day preschool, as reported by 25 administrators, was $44.68.

Seven early childhood programs reported serving kindergartners. Fifteen programs provided child care both before and after school, with 5 more programs offering after-school care only. Only 12 programs reported having summer programs.

Table 3. Number of Children Enrolled in Missouri Preschool Project Programs

	Mean Full-Day Enrollment (n)	Weekly Full-Day Rate [a] (n)
Infants and Toddlers	12 (17)	$109.00 (16)
Two-Year-Olds	14 (17)	$93.82 (17)
Preschoolers	27 (65)	$66.55 (58)
[a] Programs were open from 6 to 13 hours per day, with an average of 8 hours 16 minutes per day		

Administrators representing 67 full-day early childhood programs reported opening from 6:00 to 9:00 A.M. and closing between 2:30 and 7:30 P.M. The 38 morning programs opened between 7:15 and 8:30 A.M. and closed between 10:30 A.M. and 12:30 P.M. The 34 afternoon programs opened between 11:30 A.M. and 1:00 P.M. and closed between 2:30 and 4:00 P.M. Additionally, 6 programs offered before-school and after-school sessions.

Seventy-five of 89 respondents (84.3%) indicated that they were open five days a week. The remaining 14 respondents (15.7%) indicated that they were open four days a week. In most instances these programs were closed on Friday.

Thirty-five of 92 administrators (38.0%) indicated that their program was open 12 months of the year. Of the 13 programs open 11 months of the year (14.1%), most were closed during the month of July. The largest percentage of programs were open 10 months per year, as reported by 36 of the administrators (39.1%); in all but one instance these programs operated from August through May. Seven programs (7.6%) were open for the 9 months of September through May. One program (1.1%) remained open between October and April.

Of 71 respondents, 60 (84.5%) indicated that their enrollment changed in the summer. Some of the enrollment changes cited included an increase in enrollment of school-age children, absence of a summer school program, or decrease in enrollment due to teachers staying home with their children.

The respondents provided detail about the attendance of children enrolled in their early childhood program. The majority of children in the Missouri Preschool Project programs were enrolled for 5 days per week. Some programs also allowed children to attend for fewer days per week.

Nine of 90 responding administrators (10.0%) indicated that their programs were accredited, with 80 (88.9%) stating that accreditation was in progress. Seventy-four of 87 administrators (85.1%) reported that their programs were being accredited through Missouri Accreditation, with 9 (10.3%) reporting accreditation by National Association for the Education of Young Children (NAEYC) and 3 (3.4%) reporting accreditation by both. One program (1.1%) had Missouri accreditation and was also seeking accreditation from NAEYC.

Responding administrators indicated the number of full-time and part-time teaching staff. The number of full-time teachers ranged from 0 to 21, with a mean of 4 teachers; one administrator reported that none of the personnel were full-time. Part-time teaching staff ranged from 0 to 14, with a mean of 2 per program; 24 programs had no part-time personnel. The reported number of other full-time staff (including the cook, driver, and secretary) ranged from 0 to 11, with a mean of 1 staff member. The range of other part-time staff was from 0 to 5, with a mean of 1 staff member.

Administrators also indicated the typical ratios for the classrooms in their program. The average ratio in the 93 programs serving *preschoolers* was 2 adults for 16 children, with mean ages of children ranging from 3 years 2 months to 5 years 1 month.

Missouri Preschool Project Classrooms

The number of Missouri Preschool Project classrooms that received HB1519 funding ranged from 1 to 6 per program for the 81 programs with completed *Administrator Questionnaire* information. This included 54 programs (66.7%) having just one Missouri Preschool Project classroom and 22 programs (27.2%) having two. The age of the youngest child in the HB1519 classrooms ranged from 2 to 4 years for the 84 reporting programs, with a mean age of 3 years 1 month for the youngest child. The age of the oldest child in the classrooms receiving HB1519 funding ranged from 3 years 11 months to 6 years in the 83 reporting programs, with a mean age of 4 years 11 months for the oldest child.

Administrators from 58 full-day programs reported enrollment of children with special needs in Missouri Preschool Project classrooms ranging from 0 to 15, with a mean of 3 children with special needs; this mean included 16 of the programs (27.6%) having no children with disabilities enrolled. According to administrators of 33 morning programs, the number of children with disabilities enrolled ranged from 0 to 10, for a mean of 2 children with disabilities. This included 13 programs (39.4%) having no children with disabilities. Enrollment of children with disabilities ranged from 0 to 12 in the 27 afternoon programs, for a mean of 2 children with disabilities. Nine of the afternoon programs (33.3%) enrolled no children with disabilities.

Forty-six of 88 administrators (52.3%) indicated that their programs received subsidies from the Department of Social Services for children eligible due to income guidelines. The number of subsidy-eligible children per program ranged from 1 to 67, with a mean of 7 and a median of 3 eligible children per program.

Staff Benefits

Eighty of 92 administrators (87.0%) reported that their program offered health insurance to their employees. The premiums paid by the program ranged from 0% to 100% (mean of 88.1%), with 49 of 67 programs (73.1%) paying 100% of the premium. Fifty-six of 90 administrators (62.2%) stated that their program offered health insurance options for family members of employees, although 43 of the 45 that indicated who pays the premium (95.6%) stated that employees paid it. Administrators were asked the length of time before staff members were eligible for these benefits. Thirty-two of 52 (61.5%) indicated that the benefits were effective immediately, with 12 (23.1%) reporting a waiting period of 1 month, 7 (13.5%) a waiting period of 3 months, and 1 (1.9%) a waiting period of 9 months.

Eighty-five of 92 administrators (92.4%) stated that their program offered paid sick leave to their employees. The number of days of sick leave granted in the first year of employment ranged from 0 to 28, with a mean of 9.9 days. In subsequent years, sick leave ranged from 1 to 60 days, with a mean of 10.5 days. Similarly, 50 of 88 programs (56.8%) offered paid vacation days to their employees. In the first year of employment, the number of reported vacation days ranged from 0 to 28, with a mean of 8.2 days per year. The vacation days reported in subsequent years ranged from 0 to 28, with a mean of 9.7 days per year.

Administrators responded to a question regarding whether their program offered employees the opportunity to enroll their own child at reduced or no charge. Forty of 86 programs (46.5%) offered employees enrollment opportunities for their children in the program. Twenty of 33 (60.6%) reported that employees can enroll their children at a reduced cost, with 12 of 32 (37.5%) having free enrollment. Of the 16 administrators that reported the amount of cost reduction, 9 (56.3%) offered 50% reduction, 1 (6.3%) offered a 25% reduction, and 2 (12.5%) offered a $10.00 per day reduction in enrollment costs. The other 4 respondents reported other arrangements for reduced rates.

Free staff training was an additional benefit for employees of most Missouri Preschool Project programs. Employees in 90 of the 92 programs (97.8%) received paid training from the program.

Services Offered by Programs

The administrators described a variety of services offered by their programs. They completed a chart in which they first checked *yes* or *no* regarding whether they offered that service. They then noted how many times per year their program offered each provided service, as well as how

many families participated. Finally, they rated their level of satisfaction with each service they offered, using a scale of 1 (V*ery Dissatisfied*), 2 (S*omewhat Dissatisfied*), 3 (S*omewhat Satisfied*), and 4 (V*ery Satisfied*).

Two-thirds of the 90 responding program administrators reported that they offered the following programs/services:

- Parent-teacher conferences,
- Invitations to parents to volunteer in the classroom,
- Opportunities for parents to serve on committees
- Other opportunities for involvement in the program,
- Referrals for children with developmental problems, and
- Referrals for families needing financial support.

Between one-third and two-thirds of the directors reported helping families with the following:

- Provision of parent workshops,
- Referrals for families needing counseling services,
- Referrals for children needing medical care,
- Referrals for families with transportation problems,
- Referrals for parents seeking health care, and
- Referrals for families who need education or training.

Fewer than one third of the directors reported helping families with housing problems, employment, or other referrals.

Most of the specified services were offered sporadically or as needed. For the programs that reported offering them, the two areas in which services were most commonly offered on a bi-weekly or weekly basis were volunteering and helping with transportation.

Administrators rated how satisfied they themselves were with the quality of services provided to families. Mean responses exceeded 3.0 on the 4.0 scale for each noted service, indicating satisfaction with that service. Particularly high satisfaction was reported by administrators for the following services families received, with their mean response rates reported in parentheses:

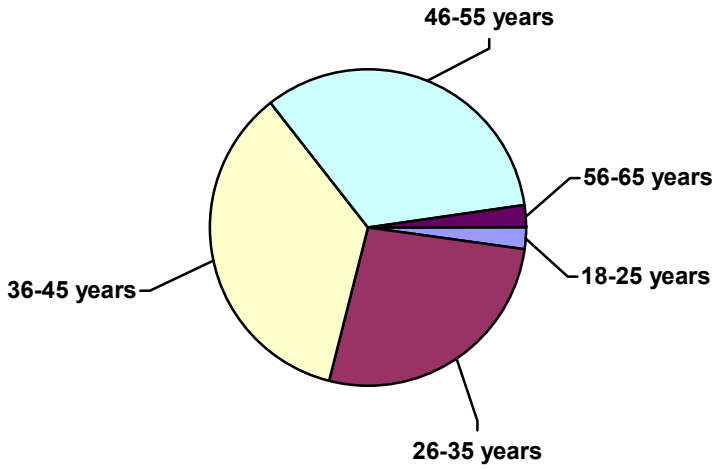
- Parent-teacher conferences (3.81),
- Referrals for families needing medical care (3.73),
- Referrals for other help (3.71),
- Referrals for families needing financial support (3.64),
- Referrals for children with developmental problems (3.64), and
- Referrals for counseling (3.63).

Demographic Information about the Participating Administrators

On the A*dministrators Questionnaire*, respondents provided some information about their backgrounds. The majority of responding administrators were female, with only 11 of 90 administrators (12.2%) completing the questionnaire being male. They reported ages ranging

from the category of 18-25 years to 56-65 years, with the median category being 36-45 years. The largest percentage of administrators was in the age range of 36-45 years, with 32 (35.6%) being in this age range. The age ranges of the 90 responding administrators are displayed in Figure 8.

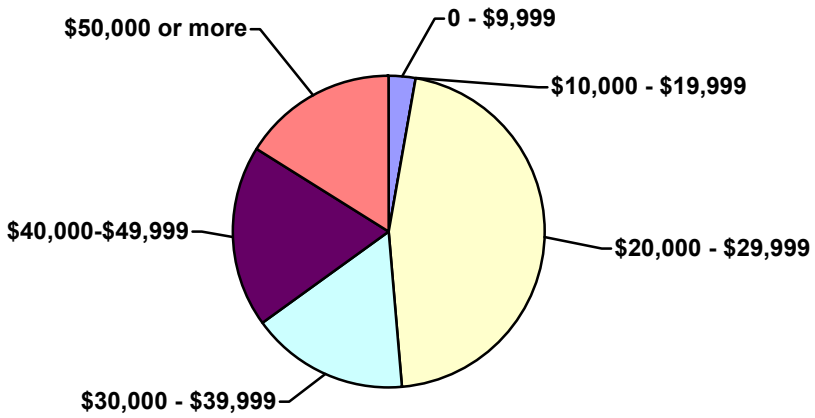
Figure 8. Age Range of Administrators
(n=90)



Administrators also indicated their ethnic background. Eighty-eight of 90 administrators (97.8%) identified themselves as Caucasian (non-Hispanic), and 2 (2.2%) identified themselves as African-American.

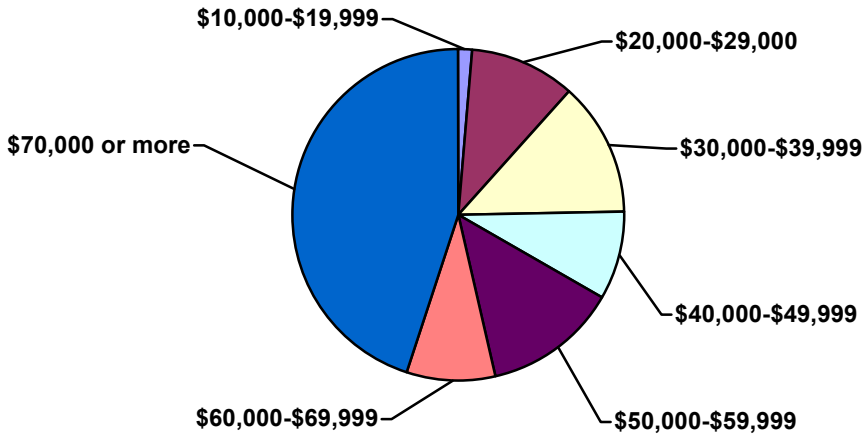
In order to describe current earnings in early childhood fields, administrators were given the option of sharing some information about their incomes. The salaries ranged from the category of *under $5,000* to the category of *$55,000 or more*. This information was graphed for only those administrators known to be full-time. The median income category was $30,000-$34,999, with the earnings of 6 of 37 administrators (16.2%) being within this range. Thirteen administrators (35.1%) had annual incomes above this range, and 18 (48.6%) had annual incomes below this range. However, the largest percentage of respondents indicated that they earned between $20,000 and $24,999, with 17 of 37 administrators (45.9%) having salaries in this range. The reported annual earnings of the 37 full-time administrators who chose to respond are presented in Figure 9, collapsed into categories of $10,000 increments.

Figure 9. Annual Earnings of Full-Time Administrators
(n=37)



Twenty-three of 84 respondents (27.4%) reported that they held another job, supplementing their Missouri Preschool Project program administration position. In addition, 68 of 83 respondents (81.9%) reported that another adult in the household contributed to their total family income. Sixty-nine administrators provided information about their total household income, which was reported in categories ranging from *$10,000-$14,999* to *$70,000 or more*. The median income category was an annual household income in the range of $60,000-64,999. However, 31 of the 69 administrators (44.9%) stated that their household income was $70,000 or more. The total household income indicated by the responding administrators is displayed in Figure 10, re-categorized in increments of $10,000.

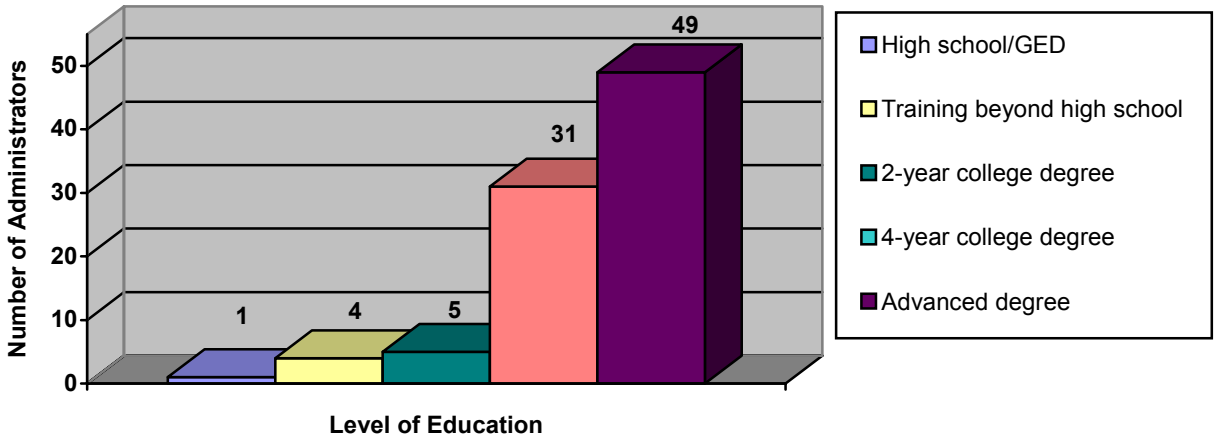
Figure 10. Total Family Income of Administrators
(n=69)



Administrators' Education and Training

The administrators provided information about their education and training. Reportedly, 80 of 90 administrators (88.9%) had earned at least a four-year college degree, including 49 with advanced degrees. The years of schooling completed by the administrators are depicted in Figure 11. Respondents who attended college were asked whether their major field was related to early childhood, with 56 of 88 administrators (63.6%) indicating that it was. In addition, 7 of 86 responding administrators (8.1%) reported that they had earned a Child Development Associate (CDA) credential.

Figure 11. Education Levels of Administrators
(n=90)



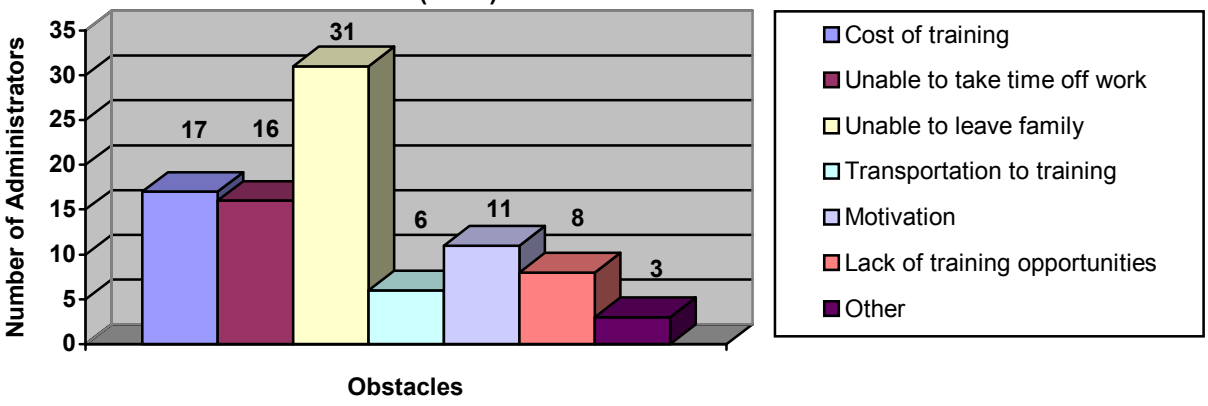
Administrators stated that they had worked as administrator in this early childhood program for an average of 2 years 10 months, with a range from 3 months to 12 years 3 months for 87 respondents. Also, 84 administrators stated that they had previously directed another early childhood program for an average of 4 years 11 months, with a range from 3 months to 20 years 4 months. Eighty-nine administrators indicated the length of time that they had been in the field of early childhood education; this ranged from 3 months to 29 years 6 months, for an average length of time in their field of 10 years 10 months.

The 75 responding administrators reported receiving an average of 29.3 clock hours of child care training during the past 12 months, with a range from 0 hours to 180 hours. Seventy-three also reported receiving an average of 13.7 clock hours specifically focused on administrative issues during the past year, although 28 of the respondents (38.4%) reported receiving no administrative training. Sixty-one of the 84 administrators (72.6%) expressed a desire for more early childhood training. This suggests their interest in their own ongoing professional development.

In addition, 41 of 85 administrators (48.2%) stated that they were active in early childhood professional associations. The most commonly reported professional organization was the National Association for the Education of Young Children (NAEYC), along with the local affiliate for NAEYC.

Administrators were asked to rate the importance of professional training and course work for early childhood teachers and providers, using a scale consisting of 1 (*Not Very Important*), 2 (S*omewhat Important*), and 3 (V*ery Important*). In most instances, the administrators considered professional training and course work to be *very important*, with 82 of 87 administrators (94.3%) selecting this response. However, in response to the question of whether they experienced any obstacles to training, 46 of 84 administrators (54.8%) replied that they had. The type of obstacle reported by the largest percentage of administrators was the trainees' time away from their families, with 31 of the 46 respondents (67.4%) identifying this obstacle. Administrators' reports of various challenges to receiving professional training are presented in Figure 12. Multiple obstacles could be reported.

Figure 12. Obstacles to Training
(n=46)



Eighty-four of 87 responding administrators (96.6%) reported that their programs had paid for staff attendance at a training session within the last 12 months, with 78 (92.9%) reporting that their programs had also given them release time to attend. Of the 84 administrators whose staff members attended training experiences sponsored by their programs, 76 (90.5%) indicated that staff members were allowed to select their particular training experience.

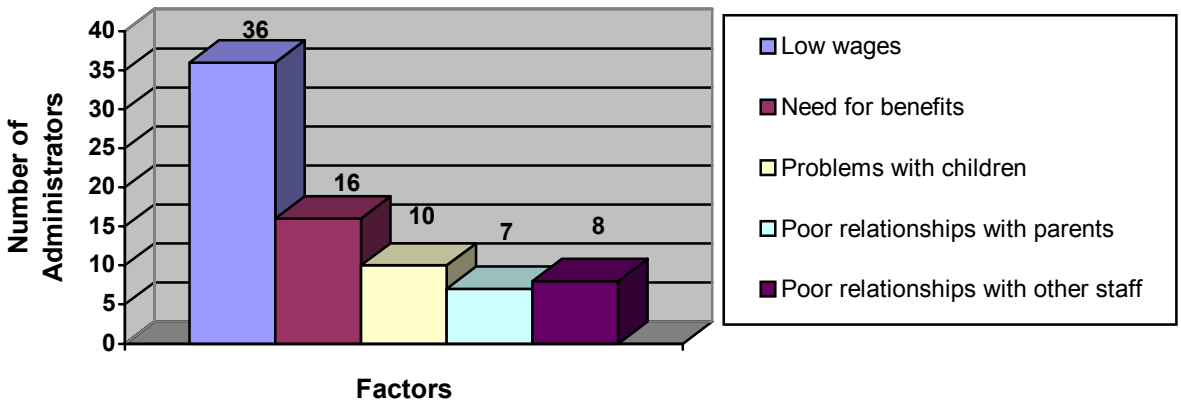
Administrator Career Plans

Administrators responded to several questions about their career plans on the *Administrator Questionnaire*. For 84 of the 86 administrators (97.7%), their early childhood jobs were viewed as careers, with only 2 administrators considering this job to be temporary. In 67 of 86 cases (77.9%), the administrators planned to stay in the field indefinitely. In response to whether they would choose another profession *if they could,* the majority still expressed their wishes to stay in the field: 39 of 84 administrators (46.4%) stated that they definitely would not change

professions; 32 (38.1%) stated that they probably would not; 8 (9.5%) expressed uncertainty; 4 (4.8%) indicated that they probably would change professions; and only 1 (1.2%) indicated the definite desire to change professions.

Administrators were then asked to indicate whether or not five particular factors would potentially give them a reason to leave their job: low wages, need for benefits, problem with children, relationships with parents, and relationships with other staff. The respondents could select multiple factors. Low wages was cited by 36 of the 76 responding administrators (47.4%) as a potential reason for leaving their job. The administrators' responses to the five factors are

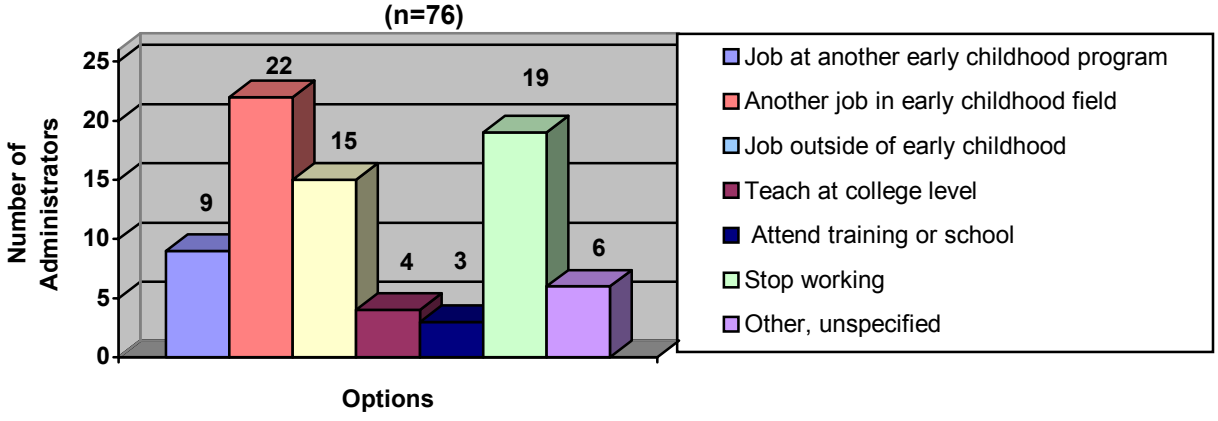
Figure 13. Potential Factors for Leaving
(n=76)



found in Figure 13.

Administrators also replied to a question about what they would likely do if they were to leave their current job, given six options. In 22 of 76 instances (28.9%), the respondents reported that they would get another type of job within the early childhood field, while in 9 instances (11.8%), they would get a similar job at another early childhood program. Nineteen administrators (25.0%) reported that they would stop working, and 15 (19.7%) reported that they would get jobs in another field. Three mentioned the possibility of attending school, two of whom listed this as something they would do in conjunction with another option. Four (5.3%) would opt to teach at the college level. The administrators' responses to this question are summarized in Figure 14.

Figure 14. Options If Administrators Leave Their Job
(n=76)



Teacher Questionnaire

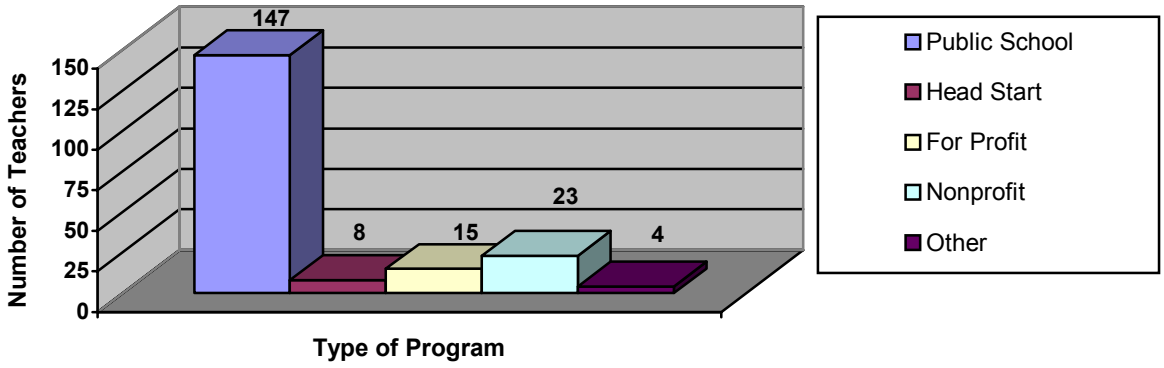
The *Teacher Questionnaire* requested that respondents provide demographic information and information related to their education, training, and career plans. Two hundred three teachers of Missouri Preschool Projects (91.2% of the 216 classrooms observed) responded to this questionnaire during Year 1 of data collection. They represent the classrooms from 152 of the Missouri Preschool Project Programs in this study. Then a subset of Missouri Preschool Project classrooms were studied 1 to 2 years later, with 94 teachers completing a second questionnaire. Their classrooms represented 91 of the programs (58.3%) originally studied. This sample provides an opportunity to study changes in practices, beliefs, and circumstances over time. Slight differences in the sample size resulted from omissions of responses to specific questions. Most of the teachers also completed the *Instructional Activities Scale* and the *Teacher Beliefs Scale*.

Since the majority of respondents referred to themselves as "teacher," this term will be used throughout the rest of the report to describe the respondents. It should be noted, however, that some respondents might prefer another title.

Early Childhood Programs

In describing their programs, teachers from 147 of the 197 classrooms (74.6%) indicated that their early childhood programs were offered within the public school programs. Twenty-three (11.7%) stated that their programs were nonprofit early childhood centers, while 15 (7.6%) stated that their programs were for-profit early childhood centers. Eight programs (4.1%) were Head Start programs. The distribution of programs by type is displayed in Figure 15.

Figure 15. Type of Program
(n=197)



Twenty-nine of the 191 teachers (15.2%) stated that their programs were accredited, with 90 (47.1%) stating they were in the process of seeking accreditation and 72 (37.7%) were not. In programs of 80 of the teachers (78.4%), the program selected the option of Missouri Accreditation, with the programs of 18 of the teachers (17.6%) selecting accreditation by NAEYC, 2 (2.0%) opting for both, and 2 (2.0%) opting for another type of accreditation.

According to the teachers from 191 classrooms, total enrollment of their program ranged from 5 to 95 children, for an average of 22 children attending full days. In addition, half-day enrollment was reported by 18 programs, with a range of 1 to 23 children attending mornings only (mean of 10 children per program), and similar afternoon enrollment ranging from 1 to 20 children (mean of 10 children per program).

Classroom teachers also indicated the number of children with special needs in their Missouri Preschool Project programs. According to 182 teachers in full-day programs a mean of 3 and median of 2 with special needs were enrolled (range of 0 to 30 children with special needs). This includes responses of 50 teachers (27.5%) having no children with identified special needs in full-day programs. Half-day programs reportedly served 0 to 4 children with disabilities, according to the 30 teachers. This equated to a mean of 1 child with disabilities per program.

The typical ratio of adults to children was 2 adults for 13 children, as reported by teachers. On average, the youngest child in the program was 3 years 5 months and the oldest child was 5 years 6 months.

Teachers from 80 of the 172 classrooms (46.5%) indicated that their programs received subsidies from the Department of Social Services for children eligible due to income guidelines. In these programs the number of subsidy-eligible children served ranged from 1 to 20, equating to an average of 5 children per program.

According to 188 teachers from full-day programs, opening times ranged from 5:30 to 9:30 A.M. and closing times ranged from 2:30 to 8:00 P.M. In addition 1 program operated at less conventional hours, serving families needing full-time evening care. Teachers from 16 morning programs cited opening times between 7:00 and 8:30 A.M., with closing times between 10:30 A.M. and 12:30 P.M. Ten teachers of afternoon programs stated that they opened between 12:00 and 12:30 P.M. and closed between 3:00 P.M. and 4:00 P.M. Three Missouri Preschool Project programs offered both full-day and morning sessions, while 7 programs operated both morning and afternoon sessions.

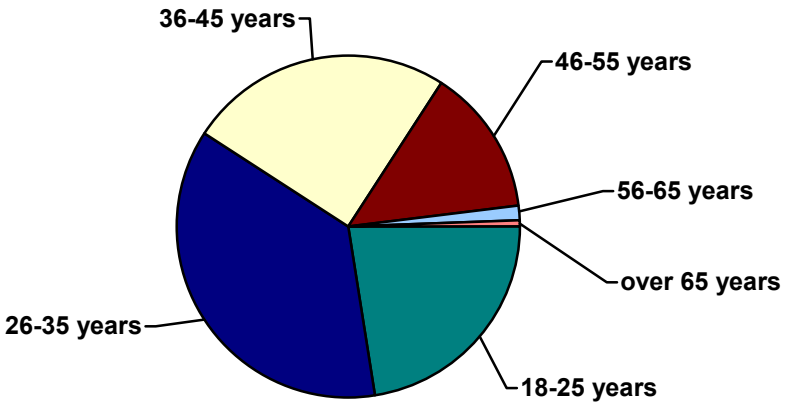
Teachers from 129 Missouri Preschool Project classrooms indicated that a mean of 15 children attended their classroom full days (5 or more hours). Teachers from 116 classrooms indicated that an average of 17 children attended half days (3 to 4 hours).

The teachers also provided information on the number of days per week that children attended their programs, with the highest number of teachers reporting that children typically attended all 5 weekdays. Teachers from 141 classrooms documented that a mean of 16 children attend their programs 5 days a week. The second highest number of teachers reported having children attend 4 days a week, with 90 having a mean of 15 children that attend 4 days a week. Forty-six teachers reported a few children attending 2 or 3 days a week.

Demographic Information about the Participating Teachers

On the *Teacher Questionnaire*, respondents provided some information about their backgrounds. On average, 195 responding teachers stated that they had worked in early childhood programs for 7 years 11 months, with early childhood experience ranging from 2 months to 32 years. The majority of responding teachers from Missouri Preschool Project sites were female, with only 4 male teachers of 201 teachers (2.0%) completing the questionnaire. Of the 166 teachers providing information regarding their marital status, 112 (67.5%) were married. One hundred six of 164 respondents (64.6%) also stated that they were parents themselves. The ages of the 201 responding teachers ranged from 18-25 years to over 65 years, with a median age in the range of 26-35 years. The largest percentage of teachers (36.8%) also identified their age as being between 26 and 35 years. The age ranges of the responding teachers are displayed in Figure 16.

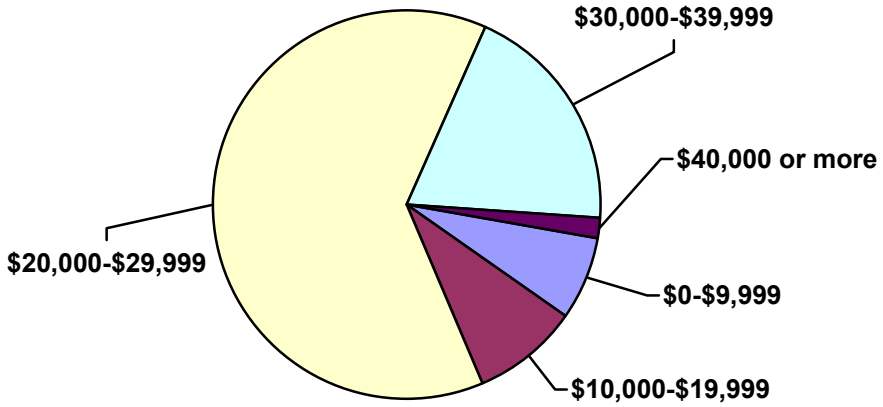
Figure 16. Age Range of Teachers
(n=201)



Teachers were also asked to indicate their ethnic background. One hundred eighty six of 201 teachers (92.5%) identified themselves as Caucasian (non-Hispanic), 13 (6.2%) identified themselves as African-American, 1 (0.5%) identified herself as Asian or Pacific Islander, and 1 (0.5%) reported another undefined ethnic background.

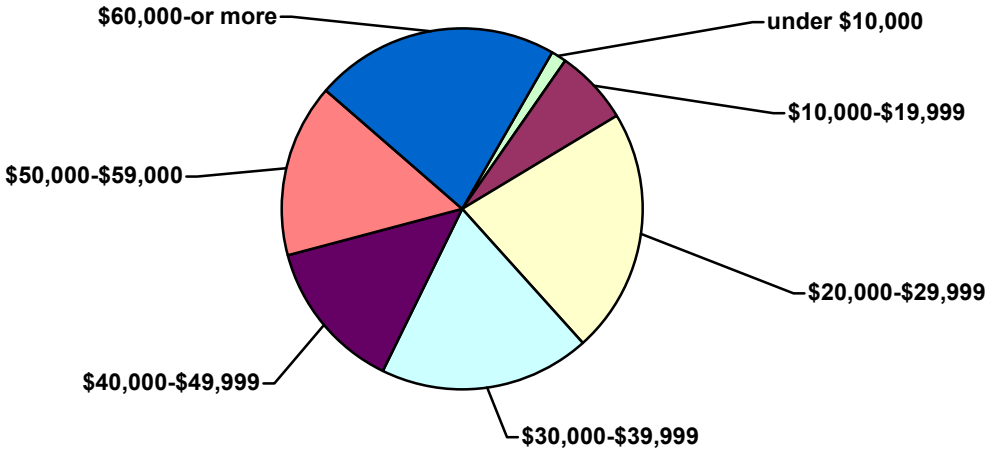
In order to describe current earnings in early childhood fields, teachers were given the option of sharing some information about their incomes. Responding to categories ranging from *under $5,000* to *$55,000 or more*, teachers reported their annual income from this job. For this item, analysis was limited to the 57 teachers from the programs known to have only full-time staff. The median income category was $20,000-$24,999 for the 57 teachers. In addition, the largest percentage of respondents indicated that they earned between $20,000 and $24,999 a year from their jobs as teachers, with 36 of the teachers (63.2%) having salaries in this range. The income of 12 teachers (21.1%) exceeded this range, while the income of 10 teachers (17.5%) was lower than this range. Figure 17 collapses the reported annual earnings of responding teachers into categories of $10,000 increments.

Figure 17. Annual Earnings of Full-Time Teachers
(n=57)



Thirty-two of 198 respondents (16.2%) stated that they held another job in addition to teaching, and 143 of 196 respondents (73.0%) stated that there was another adult in the household who contributed to their total family income. The median annual income of all 160 responding teachers' households (including part-time staff) was in the category of $40,000-$44,999. The total household income reported by the responding teachers is displayed in Figure 18, shown in $10,000 increments.

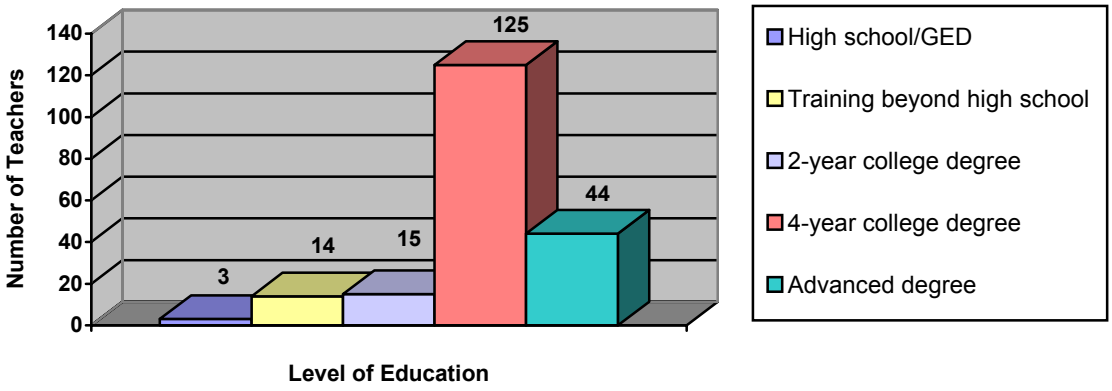
Figure 18. Total Family Income of Teachers
(n=160)



Teacher Education and Training

The teachers also provided information about their education and training on the *Teacher Questionnaire*. Reportedly, 169 of 201 teachers (84.1%) had earned at least a four-year college degree, including 44 with an advanced degree. The years of schooling completed by the teachers are depicted in Figure 19. Respondents who attended college were asked whether their major field was related to early childhood, with 167 of 194 teachers (86.1%) indicating that it was. In addition, 15 of 186 responding teachers (8.1%) reported that they earned a Child Development Associate (CDA) credential, with 6 additional teachers (3.2%) reporting that they are currently working toward a CDA credential.

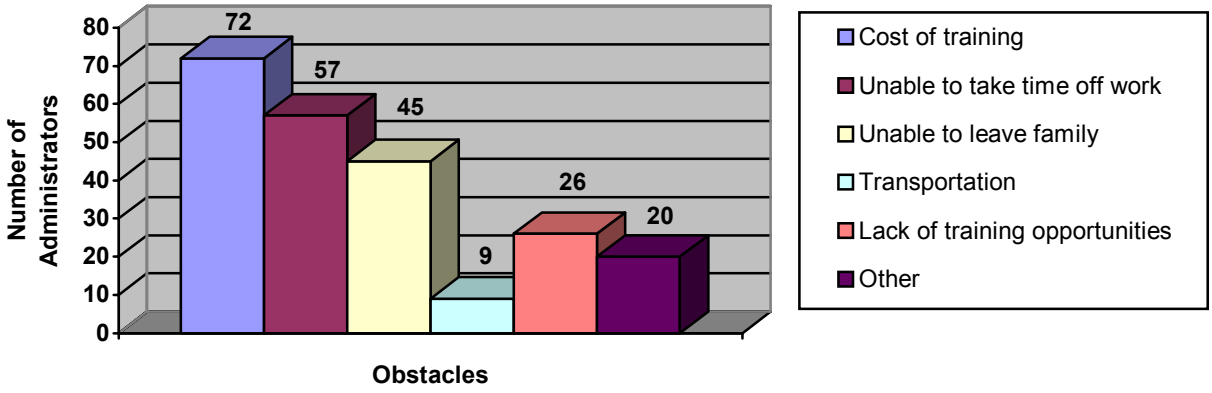
Figure 19. Education Levels of Teachers
(n=201)



The 137 responding teachers also reported receiving an average of 44.7 clock hours of child care training during the past 12 months (a median of 30 clock hours). While 10 teachers reported receiving fewer than 12 clock hours, 2 teachers reported receiving more than 200 hours. One hundred eighty-five of 199 teachers (93.0%) expressed a desire for more early childhood training, suggesting their interest in ongoing professional development.

In rating the importance of professional training and course work, teachers used a scale consisting of 1 (*Not Very Important*), 2 (S*omewhat Important*), and 3 (*Very Important*). In most instances, the teachers considered professional training and course work to be *very important*, with 190 of 200 teachers (95.0%) selecting this response and 10 teachers (5.0%) selecting *somewhat important*. However, in response to the question of whether they experienced any obstacles to training, 121 of 202 teachers (59.9%) replied that they had. The type of obstacle reported by the largest percentage of teachers was the cost of training, with 72 of 121 respondents (59.5%) identifying this obstacle. Time away from work was another obstacle for a large percentage of the teachers, with 57 of 121 (47.1%) identifying this obstacle. Teachers' reports of various challenges to receiving professional training are presented in Figure 20.

Figure 20. Obstacles to Teacher Training
(n=121)



One hundred ninety of 200 responding teachers (95.0%) reported that their programs had paid for their attendance at a training session within the last 12 months. Additionally, 183 of 198 (92.4%) reporting that their programs had also given them release time to attend. Of the teachers who were involved in training experiences sponsored by their programs, 134 of the 191 who responded (70.2%) indicated that they were allowed to select their particular training experience.

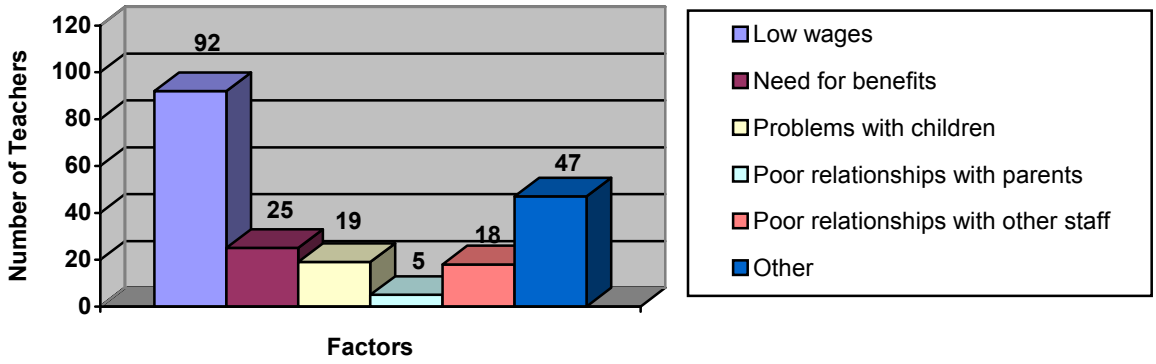
In addition, 82 of 200 teachers (41.0%) stated that they were active in early childhood professional associations. The three most commonly reported professional associations were National Association of the Education of Young Children (NAEYC), their local Association of the Education of Young Children (AEYC), and the Missouri State Teachers Association (MSTA).

Teacher Career Plans

Teachers responded to several questions about their career plans. As stated previously, experience in early childhood ranged from 2 months to 32 years, with a mean of 7 years 9 months. For 193 of 200 teachers (96.5%), their early childhood jobs were viewed as careers, with only 7 teachers considering their jobs to be temporary. In 176 of 196 cases (89.8%), the teachers planned to stay in the field indefinitely or at least 20 years. In response to whether they would choose another profession *if they could*, the majority expressed their intentions to stay in the field: 82 of 202 teachers (40.6%) replied that they definitely would not change professions; 85 (42.1%) replied that they probably would not; 24 (11.9%) expressed uncertainty; 5 (2.5%) stated that they probably would change professions; and 6 (3.0%) stated that they definitely would.

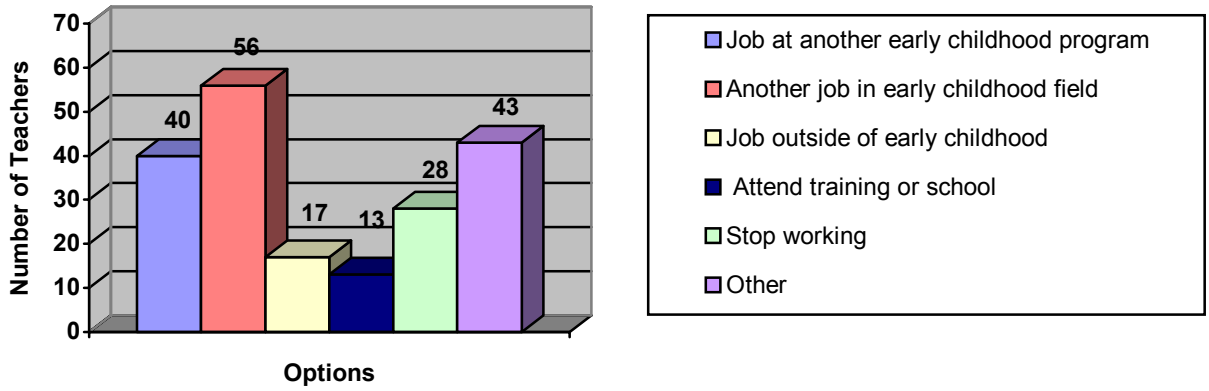
Teachers were then asked to indicate whether or not five particular factors would potentially give them a reason to leave their job. They could indicate more than one factor. Low wages was cited by 92 of the 187 responding teachers (49.2%) as a potential reason for leaving their job. The teachers' responses to the five factors are found in Figure 21. Forty-seven teachers reported that they would potentially leave their job for other reasons - some citing a lack of understanding, short staffing, paperwork, the age of the children, and retirement.

Figure 21. Potential Factors for Teachers Leaving Their Job
(n=187)



Teachers responded to five stated options if they were to leave their current job. In 56 of 197 instances (28.4%), the respondents reported that they would get another type of job within the early childhood field, and in 40 instances (20.3%) they would get a job at another early childhood program. Other options they considered included attending training or school (selected by 13 or 6.6% of teachers), seeking a job in another field (selected by 17 or 8.3% of teachers), and quitting work entirely (selected by 28 or 14.2% of teachers). The teachers' responses to this question are presented in Figure 22. In addition, 43 teachers indicated that they would choose another option if they were to leave their jobs, citing such alternatives as teaching at the college level or the elementary school level. Several of the respondents also cited more than one option, such as getting another job in early childhood or returning to school.

Figure 22. Options If Teachers Leave Their Job
(n=197)



Changes in Teacher Responses between Time 1 and Time 2

Of the 203 initial teacher respondents, 94 completed a second questionnaire at the time that their classrooms were observed a second time. This section of the report discusses differences between the first and second administration of the survey. In addition, changes in reported activities and beliefs will be discussed, which the teachers provided in the Instructional Activities Scale and the Teacher Beliefs Scale. In most instances teacher responses did not differ greatly from Time 1 to Time 2. Only substantive changes are reported here.

It must be noted that the same teacher did not necessarily complete the survey at Time 1 and Time 2. The lead teacher of the classroom at each assessment period completed it. Thus, if teacher turnover occurred, a different individual could have completed the second survey. After describing the changes between Time 1 and Time 2 responses, a comparison of teacher responses at Time 2 will also be made, based on whether the teacher changed by the time of the second administration of these instruments.

Changes in Teachers' Reports of Enrollment

The enrollment within Missouri Preschool Project classrooms changed somewhat, according to teachers' accounts at Time 1 and Time 2. Initially teachers from 44 classrooms reported an average half-day enrollment of 22 children; teachers from the same classrooms reported a statistically significant increase to 25 children by Time 2 [$F(1,43)=4.74$, $p=.035$, $eta^2=.10$]. However, the average full-day enrollment did not change from Time 1 to Time 2 for the 53 respondents; it remained at 16 children.

Higher enrollment of children 4 days a week occurred in conjunction with the trend for higher enrollment of half-day children at Time 2. In the 26 classrooms surveyed each time, teachers reported 21 children at Time 1 and 25 children at Time 2 who attended 4 days a week [$F(1,25)=4.21$, $p=.051$, $eta^2=.14$]. Additional discussions with program administrators and teachers would assist in determining why changes in half-day and 4-days-a-week enrollment occurred.

Changes in Reported Teacher Education

An increased number of teachers indicated that they had earned the CDA credential when assessed at Time 2. For the 84 who responded at both Time 1 and Time 2, this increased statistically from 8 teachers (9.5%) at Time 1 to 17 teachers (20.2%) at Time 2 [$F(1,83)=7.98$, $p=.006$, $eta^2=.09$].

However, the 63 respondents who provided information about clock hours of continuing education credit reported statistically fewer clock hours of credit at Time 2 [$F(1,62)=4.22$, $p=.044$, $eta^2=.06$]. At Time 1 the teachers reported an average of 59 per year, while at Time 2 they reported 34 per year. This is an unexpected finding that warrants further exploration.

Changes in Reported Obstacles to Training and Work in Early Childhood

Teachers reported obstacles to training at both Time 1 and Time 2. For those teachers completing the survey both times, a statistically larger percentage reported the challenge of being unable to leave their family to attend training on evenings or weekends at Time 2. Teachers from 11 of the 54 classrooms (10.8%) acknowledged this obstacle at Time 1, while teachers from 26 of the same 54 classrooms (48.1%) acknowledged this obstacle at Time 2 [$F(1,53)=11.73$, $p=.001$, $eta^2=.18$].

Also, an increase in the percentage of teachers considering cost to be a training obstacle approached statistical difference ($p=.09$). While teachers from 27 of the 53 classrooms (50.9%) reported this obstacle at Time 1, teachers from 35 of the same classrooms (66.0%) reported this at Time 2.

It is difficult to determine why these differences between Time 1 and Time 2 appeared. Additional discussions with program personnel are recommended to understand these changes.

Differences in Time 2 Survey Responses Based on Teacher Turnover

At Time 2, a different teacher led 39 of the 88 classrooms compared to the initial assessment. This equates to a turnover rate of 44.3%. In general, responses on survey items did not differ substantively based on whether the same teacher or a different teacher was leading the classroom at Time 2. The following discussion addresses *only* those items that changed statistically between Time 1 and Time 2, based on whether the classroom had a different teacher than originally.

Analysis of variance or a chi-square analysis based on whether the teacher had changed by Time 2 resulted in statistical differences for these survey responses:

- Length of time in the early childhood field,
- Age of teacher,
- Enrollment of children half-days, and
- Enrollment of children for 5 days a week.

Teachers who stayed in the same classroom from Time 1 to Time 2 reported more years of experience in the early childhood field than those who were new to the classroom at Time 2. Mean length of time in the field (at Time 2) was 10 years 6 months for 49 teachers who remained, and 6 years 7 months for the 39 teachers who were new to the given classroom [$F(1,86) =8.31$, $p=.005$, $eta^2=.09$].

Teacher's age was an ordinal number, rather than an interval, since it was coded in categories (10-year categories with the exception of 18-25 and over 65). Median age reported for the 49 teachers that stayed in the classroom from Time 1 to Time 2 was in the range of 36-45 years of age. For the 38 new teachers, median age was reported in the category of 26-35 years of age [X^2 $(df=4) =11.63$, $p=.020$, $eta=.25$].

Differences were seen in the average number of children enrolled half-days, with regard to whether there was teacher turnover in the classroom. The 28 continuing teachers had an average of 26 half-day children enrolled, while the 22 new teachers had an average of 18 enrolled [p=.06]. In addition, the continuing teachers, on average had a higher number of children attending all 5 weekdays. The 33 continuing teachers averaged 5-day attendance of 22 children, while the 28 new teachers averaged 15 5-day attendance of children [F(1,60) =8.94, p=.004, eta^2=.13].

The reasons for these differences are unknown at this time. It might be assumed that older teachers were replaced with younger teachers who had less experience. However, the changes in the classroom enrollment may have been attributed more to program redesign than teacher turnover. Perhaps teacher turnover entered into such programmatic changes.

Instructional Activities Scale

The *Instructional Activities Scale*, by Hart, Burts, and Charlesworth et al. (1990), instructs teachers to circle the response that best represents how often preschool-age children should participate in specific instructional activities. The instrument uses a scale in which 1=Almost Never (*less than monthly*), 2=Rarely (*monthly*), 3=Sometimes (*weekly*), 4=Regularly (*2-4 times a week*), and 5=Very Often (*daily*). Reverse coding is applied to the items considered least developmentally appropriate.

Findings about Instructional Activities at Time 1 and Time 2

One hundred ninety-five teachers completed the questionnaire at Time 1, with complete results displayed in Appendix F, Table F-1. In some instances, teachers omitted specific items, accounting for the differences in sample sizes for the 34 items. A mean overall score of 3.89 on the 5-point scale indicates that, generally, teachers' self-reports indicated their desire for preschool children to regularly participate in the appropriate activities and to rarely participate in the activities deemed less appropriate.

Approximately 75% or more of responding teachers stated that preschool-age children should participate in the following activities *very often*: selecting their own center; dramatic play; singing or listening to music; playing with manipulatives; coordinating their own activities in centers; receiving social reinforcement; and doing art activities.

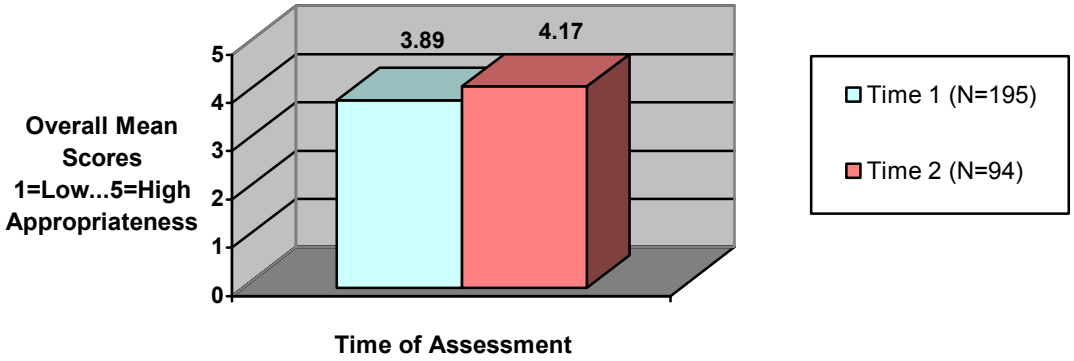
In addition, at least 75% of the teachers stated that these additional activities should occur at least *regularly*: building with blocks; listening to records or tapes; creative writing; playing with games and puzzles; creative movement; and incorporating math with other subject areas.

In contrast, 75% or more of the responding teachers indicated that preschool children should *never* or *rarely* engage in these activities: complete worksheets; copy from the chalkboard; wait for longer than five minutes between activities; participate in activities directed by parents; and participate in competitive math activities. While higher frequency of parent involvement is

considered desirable, the other cited activities are considered generally undesirable. Several of the items on the *Instructional Activities Scale* reflect situations concerning child discipline. While over 75% of teachers reportedly agreed that preschool-age children should *rarely* or *never* have to wait for longer than 5 minutes between activities, only 51.5% stated that children should *rarely* or *never* be required to sit for longer than 15 minutes. Most of the responding teachers agreed that children should be given social reinforcement *regularly* or *very often*, but viewpoints about using isolation, withdrawing privileges, and offering tangible rewards varied.

Ninety-four teachers completed the Instructional Activities Scale at Time 2. The overall mean score of 4.17 indicated a relatively high degree of developmental appropriateness of reported instructional activities. The complete findings for Time 2 are shown in Appendix G, Table G-1. Figure 23 summarizes the findings on the Instructional Activities Scale for the 195 teachers who completed the instrument at Time 1 and the 94 who completed it at Time 2.

Figure 23. Instructional Activities Scale



In addition to the activities mentioned at Time 1, 75% or more of teachers at Time 2 stated that preschool-age children should participate in these recommended activities *very often*: build with blocks and play with games and puzzles. Also, at least 75% of the teachers surveyed at Time 2 stated that children should cut out their own shapes at least *regularly*, which is also recommended. At Time 2, the percentage of teachers stating that children should *never* or *rarely* participate in parent-led activities was reduced to below 75%, which is considered a positive difference. Additionally, the percentage of teachers recommending the use of isolation to obtain compliance *never* or *rarely* was increased above 75% at Time 2, which is considered a positive difference.

However, one difference found at Time 2 that is not desired was the promotion of competitive math activities. The percentage of teachers believing competitive math activities should be promoted *never* or *rarely* decreased slightly, to 73.4% at Time 2.

Changes in Reported Instructional Activities between Time 1 and Time 2

The scores on the *Instructional Activities Scale* increased statistically from 3.89 to 3.99 for the 89 teachers who completed the survey twice, as shown in Table 4. This finding suggests that the reported activities were increasingly developmentally appropriate over time, using the standards of the authors of this instrument [$F(1,88)=5.45$, $p=.022$, $eta^2= .06$]. The moderately small effect size suggests that a moderate proportion of the variation in scores is related to time.

In examining the individual items of this survey, seven of the thirty-four items showed statistical change, while three approached statistical significance. Table 4 also presents the differences in individual item scores over time for these ten specific items. In every case, the reported instructional activities changed toward greater developmental appropriateness, using the standards of this instrument. Effect sizes of individual items ranged from $eta^2= .04$ to $eta^2= .10$, showing small to moderate proportions of the variance to be associated with time.

Table 4. Teacher-Reported Instructional Activities that Changed over Time

Activity	Time 1 Mean (n)	Time 2 Mean (n)	Statistical Difference and Effect Size
Building with blocks. [a]	4.65 (89)	4.80 (89)	$F(1,88)=4.76$, $p=.032$, $eta^2=.05$
Children select center (i.e., book, math, science). [a]	4.82 (89)	4.94 (89)	$p=.05$, $eta^2=.04$
Listen to records/tapes. [a]	4.30 (89)	4.53 (89)	$F(1,88)=4.98$, $p=.028$, $eta^2=.05$
Creative writing. [a]	4.02 (89)	4.31 (89)	$F(1,88)=4.90$, $p=.029$, $eta^2=.05$
Explore animals and plants or wheels and gears. [a]	3.68 (87)	4.06 (87)	$F(1,86)=9.57$, $p=.003$, $eta^2=.10$
Creative movement. [a]	4.30 (88)	4.48 (88)	$F(1,87)=4.14$, $p=.045$, $eta^2=.05$
Cutting out own shapes. [a``]	3.96 (89)	4.28 (89)	$F(1,88)=8.70$, $p=.004$, $eta^2=.09$
Sitting for longer than 15 minutes. [b c]	3.28 (89)	3.64 (89)	$p=.05$, $eta^2=.04$
Social reinforcement (e.g., verbal praise, attention). [a]	4.84 (87)	4.94 (87)	$F(1,86)=3.99$, $p=.049$, $eta^2=.04$
Using isolation to obtain compliance. [b c]	3.96 (85)	4.25 (85)	$p=.08$, $eta^2=.04$
Overall Mean Scores	3.89 (89)	3.99 (89)	$F(1,88)=5.45$, $p=.022$, $eta^2=.06$

[a] Scale: 1 = *Almost Never*, 2 = *Rarely*, 3 = *Sometimes*, 4 = *Regularly*, 5 = *Very Often*

[b] Scale: 5 = *Almost Never*, 4 = *Rarely*, 3 = *Sometimes*, 2 = *Regularly*, 1 = *Very Often*

[c] Low frequency of this behavior is desirable

Teacher Beliefs Scale

The *Teacher Beliefs Scale,* by Hart et al. (1990), requests that teachers circle the response that most nearly represents their own personal beliefs about the importance of 36 activities for preschool-aged children, using a scale of 1 (*Not at All Important*), 2 (*Not Very Important*), 3 (*Fairly Important*), 4 (*Very Important*), and 5 (*Extremely Important*). Belief statements regarding practices considered less appropriate for preschool children, according to the author, are reverse-coded before computation of the mean on this instrument.

Findings about Teacher Beliefs at Time 1 and Time 2

At Time 1, 194 teachers completed the Teacher Beliefs Scale. The overall mean of 4.32 for the 36 items indicates that teachers tended to consider the most appropriate practices to be very important and the least appropriate to be low in importance. The frequencies and means for the individual items, according to the 194 teachers who completed the questionnaire, are presented in Table H-1 of Appendix H. In some instances, the teachers omitted given items of the scale, which explains the differences in sample sizes for the items.

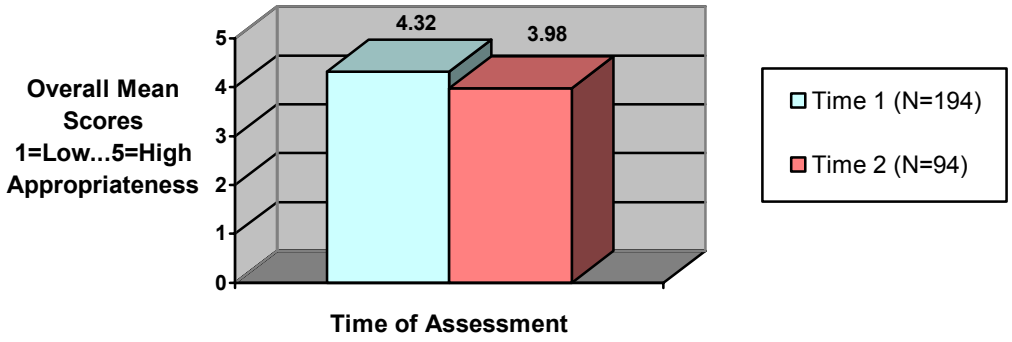
At least 75% of teachers rated the following practices as *extremely important*, according to their personal beliefs: teachers observing children as an evaluation technique, promoting activities that are responsive to developmental differences, promoting interactions that develop self-esteem and self-efficacy, having children select their own activities, having preschoolers learn by active exploration and interaction with other children, having stories read to individuals and groups of children, providing opportunities for children to develop social skills with peers, and getting input from parents.

Other practices rated as *very important* by at least 75% of teachers include: having children cut their own shapes during activities, having teachers facilitate involvement among children, having children help in establishing rules, having children dictate stories to teachers, exposing children to functional print, having children participate in dramatic play, allowing children to talk informally with adults, allowing children to experiment with their own spelling, presenting health and safety activities throughout the year, and exposing children to multi-cultural activities.

In contrast, over 75% of the responding teachers rated these practices as *not very important* or *not at all important*: using performance on worksheets as a form of evaluation, teaching curriculum activities separately, having preschoolers work quietly and alone on seatwork, using workbooks or ditto sheets, having children color within the lines, having children form letters correctly on a printed line, and teaching preschoolers to read. These practices are not recommended by the author of the instrument.

At Time 2, 94 teachers completed the Teacher Beliefs Scales. This group of teachers had an overall mean score of 3.98 on the 5-point scale, representing beliefs that are generally compatible with those promoted by the authors of the instrument. All of the findings at Time 2 are displayed in Appendix I, Table I-1. Figure 24 presents the findings for the 194 teachers who responded at Time 1 and the 94 teachers who responded at Time 2.

Figure 24. Teacher Beliefs Scale



At Time 2, over 75% of the responding teachers added one more item to the category of beliefs that they considered *extremely important.* This is the item stating that children should talk informally with adults, which the author recommends. Additionally, over 75% of the responding teachers added these three recommended items to the list that was considered *very important* at Time 1: having activities that are responsive to the differences in children's interests, having teachers facilitate involvement among children, and integrating math in all curricular areas. With regard to the beliefs and practices considered *not at all important* or *not very important* by 75% or more of the teachers, two items were different at Time 2 from the Time 1 findings. More than 75% of teachers believed that it was not important to use authority to punish behavior. However, at Time 2 fewer than 75% believed that it was unimportant that preschoolers learn to read.

Changes in Reported Teacher Beliefs between Time 1 and Time 2

No substantive change was seen in an analysis of the change over time in the overall mean scores of 89 teachers assessed twice. The overall mean score at Time 1 was 4.35, compared to 4.31 at Time 2. This is presented in Table 5.

An examination of the 36 individual items of this survey revealed only two that changed statistically over time and two that approached statistical difference. These four items are also shown in Table 5. The beliefs that teachers reported did not consistently change toward greater developmental appropriateness, using the standards of this instrument.

Table 5. Changes in Teacher-Reported Beliefs over Time

Activity	Time 1 Mean (n)	Time 2 Mean (n)	Statistical Difference and Effect Size
There should be a structured reading or pre-reading program. [b]	3.64 (85)	3.33 (85)	p=.09, eta^2=.03
Teachers should use authority to punish behavior. [b]	3.92 (85)	4.20 (85)	F(1,84)=4.62, p=.034, eta^2=.05
Children should participate in dramatic play. [a]	4.78 (88)	4.68 (88)	p=.10, eta^2=.03
Preschoolers should learn to read. [b]	4.16 (86)	3.88 (86)	F(1,85)=5.51, p=.021, eta^2=.06
Children should be exposed to multi-cultural and nonsexist activities. [a]	4.49 (89)	4.28 (89)	F(1,88)=5.18, p=.025, eta^2=.06
Overall Mean Scores	4.35 (89)	4.31 (89)	p=.39, eta^2<.01

[a] Scale: 1 = *Not at All Important*, 2 = *Not Very Important*, 3 = *Fairly Important*, 4 = *Very Important*, 5 = *Extremely Important*

[b] Scale: 5 = *Not at All Important*, 4 = *Not Very Important*, 3 = *Fairly Important*, 2 = *Very Important*, 1 = *Extremely Important*

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APPENDICES

APPENDIX A: Inter-Rater Reliability Information

APPENDIX B: Early Childhood Environmental Rating Scale-Revised (ECERS-R): Time 1

Table B-1: ECERS-R Findings at Time 1 - Space and Furnishings

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Table B-6: ECERS-R Findings at Time 1 - Program Structure

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APPENDIX C: Early Childhood Environmental Rating Scale-Revised (ECERS-R): Time 2

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Table C-2: ECERS-R Findings at Time 2 - Personal Care Routines

Table C-3: ECERS-R Findings at Time 2 - Language and Reasoning

Table C-4: ECERS-R Findings at Time 2 - Activities

Table C-5: ECERS-R Findings at Time 2 - Interaction

Table C-6: ECERS-R Findings at Time 2 - Program Structure

Table C-7: ECERS-R Findings at Time 2 - Parents and Staff

Appendix D: Caregiver Interaction Scale: Time 1

Table D-1: Caregiver Interaction Scale at Time 1

Appendix E: Caregiver Interaction Scale: Time 2

Table E-1: Caregiver Interaction Scale at Time 2

Appendix F: Instructional Activities Scale: Time 1

Table F-1: Instructional Activities Scale at Time 1

Appendix G: Instructional Activities Scale: Time 2

Table G-1: Instructional Activities Scale at Time 2

Appendix H: Teacher Beliefs Scale: Time 1

Table H-1: Teacher Beliefs Scale at Time 1

Appendix I: Teacher Beliefs Scale: Time 2

Table I-1: Teacher Beliefs Scale at Time 2

APPENDIX A

Inter-Rater Reliability Information

Data collectors were divided into six different regions of the state. Inter-rater reliability observations were conducted within and across regions prior to data collection. Within-site inter-rater reliability among the six sites was 94% exact and 98% within one point. Across-site inter-rater reliability was 89% exact and 95% within one point. Halfway through the data collection, regions conducted an additional within-site inter-rater reliability assessment. Observers were 93% exact and 99% within one point of each other in their scoring. Additional personnel received training in January of 2001. The trained personnel were 92% exact and 97% within one. Across site observations were conducted in the spring of 2001. The scores of the trained observers were exact across sites 85% of the time and within one point 93% of the time. Additional personnel were hired in January of 2002. Those data collectors were exact 89% of the time and within one point 94% of the time. A drift check was completed in the fall of 2002. Drift checks were 92% exact and 94% within one.

APPENDIX B

Early Childhood Environmental Rating Scale-Revised (ECERS-R): Time 1

Table B-1. ECERS-R Findings at Time 1 - Space and Furnishings

Space and Furnishings Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Indoor Space	1.4% (3)	3.2% (7)	0.9% (2)	15.7% (34)	2.3% (5)	12.5% (27)	63.9% (138)	6.07 (216)
Furniture of care, play and learning	1.4% (3)	0.5% (1)	0% (0)	5.1% (11)	0.5% (1)	10.2% (22)	82.4% (178)	6.63 (216)
Furnishings for relaxation	4.2% (9)	4.6% (10)	25.0% (54)	18.1% (39)	7.4% (16)	14.4% (31)	26.4% (57)	4.69 (216)
Room arrangement	2.3% (5)	3.7% (8)	4.6% (10)	13.4% (29)	1.9% (4)	15.3% (33)	58.8% (127)	5.90 (216)
Space for privacy	1.9% (4)	5.1% (11)	24.1% (52)	15.7% (34)	6.9% (15)	14.4% (31)	31.9% (69)	4.92 (216)
Child-related display	0.9% (2)	13.4% (29)	20.8% (45)	28.2% (61)	9.3% (20)	15.7% (34)	11.6% (25)	4.25 (216)
Space for gross motor	4.6% (10)	7.4% (16)	7.9% (17)	18.1% (39)	20.4% (44)	23.1% (50)	18.5% (40)	4.86 (216)
Gross motor equipment	11.6% (25)	8.8% (19)	2.8% (6)	11.1% (24)	7.9% (17)	16.7% (36)	41.2% (89)	5.10 (216)
Subscale Mean								5.29 (216)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table B-2. ECERS-R Findings at Time 1 - Personal Care Routines

Personal Care Routine Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Greeting and departing	2.3% (5)	2.8% (6)	0.9% (2)	6.9% (15)	2.3% (5)	4.6% (10)	80.1% (173)	6.38 (216)
Meals and snacks	7.4% (16)	15.7% (34)	3.2% (7)	25.0% (54)	7.4% (16)	15.3% (33)	25.9% (56)	4.59 (216)
Nap or rest	5.9% (8)	5.1% (7)	2.2% (3)	30.1% (41)	5.9% (8)	5.1% (7)	45.6% (62)	5.23 (136)
Toileting or diapering	9.7% (21)	7.9% (17)	0.9% (2)	8.3% (18)	0.9% (2)	28.2% (61)	44.0% (95)	5.44 (216)
Health practices	2.8% (6)	16.2% (35)	0.5% (1)	6.9% (15)	0.9% (2)	17.1% (37)	55.6% (120)	5.61 (216)
Safety practices	10.6% (23)	13.4% (29)	0.5% (1)	4.2% (9)	1.4% (3)	3.2% (7)	66.7% (144)	5.49 (216)
Subscale Mean								5.47 (216)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table B-3. ECERS-R Findings at Time 1 - Language and Reasoning

Language and Reasoning Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Books and Pictures	1.4% (3)	0.9% (2)	1.4% (3)	37.5% (81)	3.7% (8)	7.4% (16)	47.7% (103)	5.54 (216)
Encouraging children to communicate	1.9% (4)	1.4% (3)	2.3% (5)	11.6% (25)	3.7% (8)	23.1% (50)	56.0% (121)	6.07 (216)
Using language to develop reasoning skills	3.2% (7)	1.9% (4)	17.1% (37)	17.1% (37)	6.0% (13)	4.2% (9)	50.5% (109)	5.35 (216)
Informal use of language	1.4% (3)	0% (0)	4.6% (10)	26.4% (57)	2.3% (5)	10.6% (23)	54.6% (118)	5.80 (216)
Subscale Mean								5.69 (216)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table B-4. ECERS-R Findings at Time 1 - Activities

Activities	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Fine motor	1.9% (4)	3.7% (8)	6.9% (15)	17.6% (38)	5.1% (11)	20.4% (44)	44.4% (96)	5.59 (216)
Art	5.6% (12)	2.8% (6)	11.6% (25)	30.1% (65)	6.5% (14)	14.4% (31)	29.2% (63)	4.89 (216)
Music or movement	2.8% (6)	19.0% (41)	19.9% (43)	30.1% (65)	4.6% (10)	9.3% (20)	14.4% (31)	4.00 (216)
Blocks	3.7% (8)	4.6% (10)	1.9% (4)	22.7% (49)	15.7% (34)	44.9% (97)	6.5% (14)	5.03 (216)
Sand or water	6.0% (13)	2.3% (5)	8.8% (19)	26.9% (58)	5.1% (11)	26.4% (57)	24.5% (53)	5.00 (216)
Dramatic play	1.4% (3)	6.9% (14)	5.6% (12)	44.4% (96)	12.0% (26)	19.4% (42)	10.2% (22)	4.58 (216)
Nature or science	13.9% (30)	15.7% (34)	9.7% (21)	31.5% (68)	3.2% (7)	4.2% (9)	21.8% (47)	3.94 (216)
Math or numbers	2.8% (6)	2.3% (5)	8.3% (18)	36.6% (79)	9.7% (21)	8.8% (19)	31.5% (68)	5.00 (216)
Use of TV, video, or computers	5.6% (9)	12.4% (20)	1.9% (3)	26.7% (43)	6.8% (11)	9.3% (15)	37.3% (60)	4.94 (161)
Promoting acceptance of diversity	10.6% (23)	6.5% (14)	21.3% (46)	32.4% (70)	7.9% (17)	9.3% (20)	12.0% (26)	3.96 (216)
Subscale Mean								4.69 (216)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table B-5. ECERS-R Findings at Time 1 - Interaction

Interaction Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Supervision of gross motor activities	4.6% (10)	2.8% (6)	1.9% (4)	23.6% (51)	15.3% (33)	14.8% (32)	37.0% (80)	5.35 (216)
General supervision of children	3.2% (7)	3.7% (8)	0.9% (2)	13.9% (30)	6.5% (14)	13.0% (28)	58.8% (127)	5.91 (216)
Discipline	6.5% (14)	3.7% (8)	1.4% (3)	9.7% (21)	12.5% (27)	19.0% (41)	47.2% (102)	5.64 (216)
Staff-child interactions	4.2% (9)	1.9% (4)	0.5% (1)	6.9% (15)	0.5% (1)	6.5% (14)	79.6% (172)	6.36 (216)
Interactions among children	2.3% (5)	3.7% (8)	0.0% (0)	12.0% (26)	0.9% (2)	18.5% (40)	62.5% (135)	6.11 (216)
Subscale Mean								5.86 (216)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table B-6. ECERS-R Findings at Time 1 - Program Structure

Structure Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Schedule	1.9% (4)	24.7% (53)	0.9% (2)	13.5% (29)	2.3% (5)	11.2% (24)	45.6% (98)	5.06 (215)
Free play	1.9% (4)	0.9% (2)	0.0% (0)	15.7% (34)	5.6% (12)	15.7% (34)	60.2% (130)	6.10 (216)
Group time	3.7% (8)	0.5% (1)	7.4% (16)	16.7% (36)	2.8% (6)	8.3% (18)	60.6% (131)	5.82 (216)
Provisions for children with disabilities	6.3% (6)	10.5% (10)	1.1% (1)	2.1% (2)	2.1% (2)	13.7% (13)	64.2% (61)	5.81 (95)
Subscale Mean								5.65 (216)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7 =*Excellent*

Table B-7. ECERS-R Findings at Time 1 - Parents and Staff

Parents and Staff Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Provisions for parents	0.9% (2)	0.5% (1)	0.5% (1)	15.3% (33)	10.2% (22)	22.7% (49)	50.0% (108)	6.01 (216)
Provisions for personal needs of staff	12.5% (27)	15.3% (33)	4.2% (9)	42.1% (91)	9.3% (20)	5.1% (11)	11.6% (25)	3.82 (216)
Provisions for professional needs of staff	2.8% (6)	10.7% (23)	7.0% (15)	17.2% (37)	3.3% (7)	7.9% (17)	51.2% (110)	5.36 (215)
Staff interaction and cooperation	2.7% (5)	3.8% (7)	1.6% (3)	4.3% (8)	5.4% (10)	18.4% (34)	63.8% (118)	6.16 (185)
Supervision and evaluation of staff	1.4% (3)	0.5% (1)	6.9% (15)	7.4% (16)	11.1% (24)	25.9% (56)	46.8% (101)	5.91 (216)
Opportunities for professional growth	2.3% (5)	6.5% (14)	1.9% (4)	25.9% (56)	3.7% (8)	13.4% (29)	46.3% (100)	5.48 (216)
Subscale Mean								5.43 (216)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

APPENDIX C

Early Childhood Environmental Rating Scale-Revised (ECERS-R): Time 2

Table C-1. ECERS-R Findings at Time 2 - Space and Furnishings

Space and Furnishings Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Indoor Space	2.0% (2)	5.0% (5)	0.0% (0)	19.8% (20)	2.0% (2)	5.0% (5)	66.3% (67)	5.95 (101)
Furniture of care, play and learning	0.0% (0)	1.0% (4)	0.0% (0)	0.0% (0)	5.9% (6)	10.9% (11)	88.1% (89)	6.86 (101)
Furnishings for relaxation	7.9% (8)	4.0% (4)	20.8% (21)	9.9% (10)	5.9% (6)	14.9% (15)	36.6% (37)	4.93 (101)
Room arrangement	1.0% (1)	0.0% (0)	3.0% (3)	11.9% (12)	0.0% (0)	8.9% (9)	75.2% (76)	6.38 (101)
Space for privacy	2.0% (2)	0.0% (0)	24.8% (25)	7.9% (8)	7.9% (8)	16.8% (17)	40.6% (41)	5.33 (101)
Child-related display	0.0% (0)	16.8% (17)	21.8% (22)	32.7% (33)	7.9% (8)	14.9% (15)	5.9% (6)	4.00 (101)
Space for gross motor	0.0% (0)	1.0% (1)	5.0% (5)	16.8% (17)	13.9% (14)	32.7% (33)	30.7% (31)	5.64 (101)
Gross motor equipment	1.0% (1)	11.9% (12)	4.0% (4)	7.9% (8)	0.0% (0)	14.9% (15)	60.4% (61)	5.80 (101)
Subscale Mean								5.61 (101)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table C-2. ECERS-R Findings at Time 2 - Personal Care Routines

Personal Care Routine Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Greeting and departing	1.0% (1)	2.0% (2)	0% (0)	5.0% (5)	2.0% (2)	8.0% (8)	82.0% (82)	6.57 (101)
Meals and snacks	19.8% (20)	8.9% (9)	0.0% (0)	20.8% (21)	5.0% (5)	12.9% (13)	32.7% (33)	4.51 (101)
Nap or rest	1.6% (1)	4.8% (3)	1.6% (1)	43.5% (27)	1.6% (1)	3.2% (2)	43.5% (27)	5.23 (62)
Toileting or diapering	19.8% (20)	6.9% (7)	0.0% (0)	1.0% (1)	1.0% (1)	25.7% (26)	45.5% (46)	5.16 (101)
Health practices	0.0% (0)	13.9% (14)	1.0% (1)	6.9% (7)	1.0% (1)	16.8% (17)	60.4% (61)	5.87 (101)
Safety practices	5.9% (6)	11.9% (12)	1.0% (1)	4.0% (4)	2.0% (2)	4.0% (4)	71.3% (72)	5.81 (101)
Subscale Mean								5.54 (101)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table C-3. ECERS-R Findings at Time 2 - Language and Reasoning

Language and Reasoning Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Books and Pictures	2.0% (2)	1.0% (1)	0.0% (0)	31.7% (32)	4.0% (4)	5.9% (6)	55.4% (56)	5.74 (101)
Encouraging children to communicate	0.0% (0)	0.0% (0)	1.0% (1)	13.9% (14)	5.0% (5)	15.8% (16)	64.4% (65)	6.29 (101)
Using language to develop reasoning skills	5.0% (5)	3.0% (3)	11.9% (12)	19.8% (20)	6.9% (7)	7.9% (8)	45.5% (46)	5.27 (101)
Informal use of language	2.0% (2)	2.0% (2)	5.9% (6)	18.8% (19)	3.0% (3)	13.9% (14)	54.5% (55)	5.78 (101)
Subscale Mean								5.77 (101)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table C-4. ECERS-R Findings at Time 2 - Activities

Activities	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Fine motor	0.0% (0)	4.0% (4)	4.0% (4)	15.8% (16)	1.0% (1)	23.8% (24)	51.5% (52)	5.91 (101)
Art	3.0% (3)	5.9% (6)	6.9% (7)	26.7% (27)	6.9% (7)	12.9% (13)	37.6% (38)	5.18 (101)
Music or movement	0.0% (0)	20.8% (21)	10.9% (11)	23.8% (24)	9.9% (10)	13.9% (14)	20.8% (21)	4.48 (101)
Blocks	0.0% (0)	3.0% (3)	5.0% (5)	20.8% (21)	14.9% (15)	46.5% (47)	9.9% (10)	5.27 (101)
Sand or water	5.0% (5)	3.0% (3)	8.9% (9)	32.7% (33)	4.0% (4)	15.8% (16)	30.7% (31)	4.98 (101)
Dramatic play	1.0% (1)	4.0% (4)	3.0% (3)	44.6% (45)	3.0% (3)	29.7% (30)	14.9% (15)	4.93 (101)
Nature or science	9.9% (10)	13.9% (14)	5.9% (6)	35.6% (36)	2.0% (2)	2.0% (2)	30.7% (31)	4.35 (101)
Math or numbers	2.0% (2)	1.0% (1)	3.0% (3)	28.7% (29)	7.9% (8)	18.8% (19)	38.6% (39)	5.50 (101)
Use of TV, video, or computers	8.3% (7)	2.4% (2)	3.6% (3)	15.5% (13)	7.1% (6)	21.4% (18)	41.7% (35)	5.42 (84)
Promoting acceptance of diversity	9.9% (10)	2.0% (2)	13.9% (14)	32.7% (33)	10.9% (11)	9.9% (10)	20.8% (21)	4.46 (101)
Subscale Mean								5.04 (101)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table C-5. ECERS-R Findings at Time 2 - Interaction

Interaction Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Supervision of gross motor activities	3.0% (3)	2.0% (2)	0.0% (0)	14.9% (15)	11.9% (12)	21.8% (22)	46.5% (47)	5.82 (101)
General supervision of children	4.0% (4)	3.0% (3)	5.0% (5)	5.0% (5)	7.9% (8)	5.9% (6)	69.3% (70)	6.05 (101)
Discipline	1.0% (1)	2.0% (2)	2.0% (2)	6.9% (7)	15.8% (16)	13.9% (14)	58.4% (59)	6.10 (101)
Staff-child interactions	3.0% (3)	2.0% (2)	0.0% (0)	5.0% (5)	2.0% (2)	7.9% (8)	80.2% (81)	6.46 (101)
Interactions among children	1.0% (1)	2.0% (2)	3.0% (3)	9.9% (10)	2.0% (2)	14.9% (15)	67.3% (68)	6.24 (101)
Subscale Mean								6.13 (101)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

Table C-6. ECERS-R Findings at Time 2 - Program Structure

Structure Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Schedule	1.0% (1)	27.7% (29)	1.0% (1)	8.9% (9)	3.0% (3)	11.9% (12)	46.5% (47)	5.07 (101)
Free play	3.0% (3)	3.0% (3)	1.0% (1)	8.9% (9)	2.0% (2)	13.9% (14)	68.3% (69)	6.19 (101)
Group time	6.9% (7)	2.0% (2)	2.0% (2)	12.9% (13)	1.0% (1)	7.9% (8)	67.3% (68)	5.92 (101)
Provisions for children with disabilities	0.0% (0)	5.9% (3)	0.0% (0)	5.9% (3)	3.9% (2)	7.8% (4)	76.5% (39)	6.37 (51)
Subscale Mean								5.78 (101)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7 =*Excellent*

Table C-7. ECERS-R Findings at Time 2 - Parents and Staff

Parents and Staff Items	Inadequate % (n)	Inadequate to Minimal % (n)	Minimal % (n)	Minimal to Good % (n)	Good % (n)	Good to Excellent % (n)	Excellent % (n)	Mean [a] (n)
Provisions for parents	0.0% (0)	2.0% (2)	0.0% (0)	5.0% (5)	3.0% (3)	31.7% (32)	58.4% (59)	6.38 (101)
Provisions for personal needs of staff	6.9% (7)	21.8% (22)	3.0% (3)	44.6% (45)	4.0% (4)	9.9% (10)	9.9% (10)	3.86 (101)
Provisions for professional needs of staff	3.0% (3)	4.0% (4)	4.0% (4)	14.9% (15)	4.0% (4)	14.9% (15)	55.4% (56)	5.79 (101)
Staff interaction and cooperation	1.0% (1)	3.1% (3)	3.1% (3)	5.2% (5)	4.1% (4)	17.5% (17)	66.0% (64)	6.25 (97)
Supervision and evaluation of staff	0.0% (0)	1.0% (1)	1.0% (1)	6.9% (7)	1.0% (1)	28.7% (29)	61.4% (62)	6.40 (101)
Opportunities for professional growth	1.0% (1)	3.0% (3)	1.0% (1)	24.8% (25)	1.0% (1)	12.9% (13)	56.4% (57)	5.86 (101)
Subscale Mean								5.75 (101)

[a] Scale: 1 =*Inadequate,* 2 =*Inadequate to Minimal*, 3 =*Minimal*, 4 =*Minimal to Good*, 5 =*Good*, 6 =*Good to Excellent*, and 7=*Excellent*

APPENDIX D

Caregiver Interaction Scale: Time 1

Table D-1. Caregiver Interaction Scale at Time 1

Interaction Characteristics	Not At All % (n)	Somewhat % (n)	Quite A Bit % (n)	Very Much % (n)	Mean (n)
Speaks warmly to the children [a]	0.0% (0)	8.2% (17)	42.5% (88)	49.3% (102)	3.41 (207)
Seems critical of the children [a c]	93.2% (193)	6.8% (14)	0.0% (0)	0.0% (0)	1.07 (207)
Listen attentively when children speaks to her [a]	0.5% (1)	13.6% (28)	45.1% (93)	40.8% (84)	3.26 (206)
Places high value on obedience [a c]	68.8% (143)	24.5% (51)	3.8% (8)	2.9% (6)	1.41 (208)
Seems distant or detached from the children [a c]	80.8% (168)	13.9% (29)	2.9% (6)	2.4% (5)	1.27 (208)
Seems to enjoy the children [a]	1.0% (2)	12.0% (25)	40.9% (85)	46.2% (96)	3.32 (208)
When children misbehave, explains the reasons for the rule they are breaking [a]	3.9% (8)	23.7% (49)	41.5% (86)	30.9% (64)	3.00 (207)
Encourages the children to try new experiences [a]	1.5% (3)	28.2% (58)	44.7% (92)	25.7% (53)	2.95 (206)
Exercises a great deal of control over the children [b c]	77.9% (162)	15.4% (32)	3.4% (7)	3.4% (7)	3.68 (208)
Speaks with irritation or hostility to the children [a c]	86.1% (179)	11.1% (23)	1.0% (2)	1.9% (4)	1.19 (208)
Seems enthusiastic about children's activities and efforts [a]	2.4% (5)	15.9% (33)	42.3% (88)	39.4% (82)	3.19 (208)
Threatens children in trying to control them [a c]	89.9% (186)	8.7% (18)	0.5% (1)	1.0% (2)	1.13 (207)
Spends considerable time in activity not involving interaction with the children [a c]	66.8% (139)	25.0% (52)	3.4% (7)	4.8% (10)	1.46 (208)
Pays positive attention to the children as individuals [a]	1.9% (4)	14.4% (30)	36.5% (76)	47.1% (98)	3.29 (208)
Reprimands children when they misbehave [b c]	76.4% (159)	19.7% (41)	2.9% (6)	1.0% (2)	3.72 (208)
Talks to the children on a level they can understand [a]	0.0% (0)	8.2% (17)	45.7% (95)	46.2% (96)	3.38 (208)
Punishes the children without explanation [a c]	91.8% (191)	6.7% (14)	1.4% (3)	0.0% (0)	1.10 (208)
Exercises firmness when necessary [b]	2.9% (6)	19.3% (40)	51.7% (107)	26.1% (54)	1.99 (207)
Encourages children to exhibit prosocial behavior [a]	2.9% (6)	17.9% (37)	43.5% (90)	35.7% (74)	3.12 (207)
Finds fault easily with the children [a c]	90.9% (189)	6.3% (13)	1.4% (3)	1.4% (3)	1.13 (208)

[a] Scale: 1= *Not at All*, 2 =*Somewhat*, 3 =*Quite a Bit*, and 4 =*Very Much*

[b] Scale: 4 = *Not at All*, 3 =*Somewhat*, 2 =*Quite a Bit*, and 1 =*Very Much*

[c] Low frequency of this behavior is desirable

Interaction Characteristics	Not At All % (n)	Somewhat % (n)	Quite A Bit % (n)	Very Much % (n)	Mean (n)
Fails to show interest in the children's activities [a c]	85.6% (178)	10.1% (21)	2.4% (5)	1.9% (4)	1.21 (208)
Seems to prohibit many of the things the children want to do [a c]	79.8% (166)	15.9% (33)	2.9% (6)	1.4% (3)	1.26 (208)
Fails to supervise the children very closely [a c]	78.4% (163)	15.9% (33)	3.8% (8)	1.9% (4)	1.29 (208)
Expects the children to exercise self-control [b]	5.8% (12)	30.3% (63)	40.4% (84)	23.6% (49)	2.18 (208)
When talking to children, kneels, bends or sits at their level to establish better eye contact [a]	4.3% (9)	19.8% (41)	42.0% (87)	33.8% (70)	3.05 (208)
Seems unnecessarily harsh when scolding or prohibiting children [a c]	94.2% (196)	3.8% (8)	0.5% (1)	1.4% (3)	1.09 (208)

[a] Scale: 1= *Not at All*, 2 =*Somewhat*, 3 =*Quite a Bit*, and 4 =*Very Much*

[b] Scale: 4 = *Not at All*, 3 =*Somewhat*, 2 =*Quite a Bit*, and 1 =*Very Much*

[c] Low frequency of this behavior is desirable

APPENDIX E

Caregiver Interaction Scale: Time 2

Table E-1. Caregiver Interaction Scale at Time 2

Interaction Characteristics	Not At All % (n)	Somewhat % (n)	Quite A Bit % (n)	Very Much % (n)	Mean (n)
Speaks warmly to the children [a]	0.0% (0)	11.9% (12)	25.7% (26)	62.4% (63)	3.50 (101)
Seems critical of the children [a c]	92.1% (93)	5.9% (6)	2.0% (2)	0.0% (0)	1.10 (101)
Listen attentively when children speaks to her [a]	1.0% (1)	10.9% (11)	35.6% (36)	52.5% (53)	3.40 (101)
Places high value on obedience [a c]	69.0% (69)	25.0% (25)	5.0% (5)	1.0% (1)	1.38 (100)
Seems distant or detached from the children [a c]	91.1% (92)	4.0% (4)	5.0% (5)	0.0% (0)	1.14 (101)
Seems to enjoy the children [a]	1.0% (1)	12.9% (13)	30.7% (31)	55.4% (56)	3.41 (101)
When children misbehave, explains the reasons for the rule they are breaking [a]	4.0% (4)	19.2% (19)	34.3% (34)	42.4% (42)	3.15 (99)
Encourages the children to try new experiences [a]	3.0% (3)	20.8% (21)	41.6% (42)	34.7% (35)	3.08 (101)
Exercises a great deal of control over the children [b c]	77.2% (78)	16.8% (17)	5.9% (6)	0.0% (0)	3.71 (101)
Speaks with irritation or hostility to the children [a c]	89.1% (90)	7.9% (8)	3.0% (3)	0.0% (0)	1.14 (101)
Seems enthusiastic about children's activities and efforts [a]	3.0% (3)	11.9% (12)	40.6% (41)	44.6% (45)	3.27 (101)
Threatens children in trying to control them [a c]	91.1% (92)	6.9% (7)	0.0% (0)	2.0% (2)	1.13 (101)
Spends considerable time in activity not involving interaction with the children [a c]	81.2% (82)	10.9% (11)	6.9% (7)	1.0% (1)	1.28 (101)
Pays positive attention to the children as individuals [a]	1.0% (1)	13.9% (14)	31.7% (32)	53.5% (54)	3.38 (101)
Reprimands children when they misbehave [b c]	87.1% (88)	9.9% (10)	3.0% (3)	0.0% (0)	3.84 (101)
Talks to the children on a level they can understand [a]	2.0% (2)	5.9% (6)	22.8% (23)	69.3% (70)	3.59 (101)
Punishes the children without explanation [a c]	95.0% (96)	4.0% (4)	1.0% (1)	0.0% (0)	1.06 (101)
Exercises firmness when necessary [b]	4.0% (4)	12.1% (12)	43.4% (43)	40.4% (40)	1.80 (99)
Encourages children to exhibit prosocial behavior [a]	1.0% (1)	13.9% (14)	41.6% (42)	43.6% (44)	3.28 (101)
Finds fault easily with the children [a c]	87.0% (87)	9.0% (9)	3.0% (3)	1.0% (1)	1.16 (100)

[a] Scale: 1= *Not at All*, 2 =*Somewhat*, 3 =*Quite a Bit*, and 4 =*Very Much*

[b] Scale: 4 = *Not at All*, 3 =*Somewhat*, 2 =*Quite a Bit*, and 1 =*Very Much*

[c] Low frequency of this behavior is desirable

Interaction Characteristics	Not At All % (n)	Somewhat % (n)	Quite A Bit % (n)	Very Much % (n)	Mean (n)
Fails to show interest in the children's activities [a c]	88.1% (89)	9.9% (10)	1.0% (1)	1.0% (1)	1.15 (101)
Seems to prohibit many of the things the children want to do [a c]	87.0% (87)	9.0% (9)	3.0% (3)	1.0% (1)	1.18 (100)
Fails to supervise the children very closely [a c]	88.1% (89)	6.9% (7)	4.0% (4)	1.0% (1)	1.18 (101)
Expects the children to exercise self-control [b]	5.0% (5)	15.8% (16)	46.5% (47)	32.7% (33)	1.93 (101)
When talking to children, kneels, bends or sits at their level to establish better eye contact [a]	4.0% (4)	10.9% (12)	34.7% (35)	50.5% (51)	3.32 (101)
Seems unnecessarily harsh when scolding or prohibiting children [a c]	93.1% (94)	5.0% (5)	0.0% (0)	2.0% (2)	1.11 (101)

[a] Scale: 1= *Not at All*, 2 =*Somewhat*, 3 =*Quite a Bit*, and 4 =*Very Much*

[b] Scale: 4 = *Not at All*, 3 =*Somewhat*, 2 =*Quite a Bit*, and 1 =*Very Much*

[c] Low frequency of this behavior is desirable

APPENDIX F

Instructional Activities Scale: Time 1

Table F-1. Instructional Activities Scale at Time 1

Activity	Almost Never % (n)	Rarely % (n)	Sometimes % (n)	Regularly % (n)	Very Often % (n)	Mean (n)
Building with blocks. [a]	0.0% (0)	0.0% (0)	5.1% (10)	22.1% (43)	72.8% (142)	4.68 (195)
Children select center (i.e., book, math, science). [a]	0.0% (0)	1.0% (2)	4.1% (8)	7.8% (15)	87.0% (168)	4.81 (193)
Dramatic play. [a]	0.0% (0)	0.0% (0)	3.6% (7)	15.9% (31)	80.5% (157)	4.77 (195)
Listen to records/tapes. [a]	0.5% (1)	1.5% (3)	14.9% (29)	38.7% (75)	44.3% (86)	4.25 (194)
Creative writing. [a]	1.0% (2)	5.6% (11)	17.9% (35)	36.4% (71)	39.0% (76)	4.07 (195)
Play with games and puzzles. [a]	0.0% (0)	0.0% (0)	4.1% (8)	23.1% (45)	72.8% (142)	4.69 (195)
Explore animals and plants or wheels and gears. [a]	1.6% (3)	7.8% (15)	32.6% (63)	30.6% (59)	27.5% (53)	3.75 (193)
Singing and/or listening to music. [a]	0.0% (0)	0.0% (0)	4.1% (8)	20.7% (40)	75.1% (145)	4.71 (193)
Creative movement. [a]	0.5% (1)	0.0% (0)	16.6% (32)	38.3% (74)	44.6% (86)	4.26 (193)
Cutting out own shapes. [a]	0.0% (0)	4.6% (9)	22.2% (43)	46.4% (90)	26.8% (52)	3.95 (194)
Playing with manipulatives (e.g., pegboards, legos). [a]	0.0% (0)	0.0% (0)	3.6% (7)	19.0% (37)	77.4% (151)	4.74 (195)
Coloring and/or cutting predrawn forms. [b]	20.0% (39)	23.6% (46)	25.1% (49)	17.9% (35)	13.3% (26)	3.19 (195)
Reading in ability or age level groups. [b]	46.3% (81)	8.0% (14)	13.1% (23)	12.0% (21)	20.6% (36)	3.47 (175)
Circling, underlining, marking on worksheets. [b c]	57.6% (110)	18.8% (36)	15.2% (29)	5.8% (11)	2.6% (5)	4.23 (191)
Using math or reading flashcards and charts. [b c]	41.6% (79)	18.4% (35)	16.3% (31)	13.7% (26)	10.0% (19)	3.68 (190)
Rote counting. [b c]	6.8% (13)	4.2% (8)	17.2% (33)	22.9% (44)	49.0% (94)	1.97 (192)
Practicing handwriting. [b c]	51.6% (98)	14.7% (28)	15.8% (30)	11.1% (21)	6.8% (13)	3.93 (190)
Reciting alphabet. [b c]	11.0% (21)	15.7% (30)	27.7% (53)	22.5% (43)	23.0% (44)	2.69 (191)
Copying from chalkboard. [b c]	72.7% (134)	11.2% (21)	11.1% (21)	3.7% (7)	2.1% (4)	4.47 (187)

[a] Scale: 1 = *Almost Never*, 2 = *Rarely*, 3 = *Sometimes*, 4 = *Regularly*, 5 = *Very Often*

[b] Scale: 5 = *Almost Never*, 4 = *Rarely*, 3 = *Sometimes*, 2 = *Regularly*, 1 = *Very Often*

[c] Low frequency of this behavior is desirable

Activity	Almost Never % (n)	Rarely % (n)	Sometimes % (n)	Regularly % (n)	Very Often % (n)	Mean (n)
Sitting for longer than 15 minutes. [b c]	30.9% (59)	20.4% (39)	18.3% (35)	15.7% (30)	14.7% (28)	3.37 (191)
Waiting for longer than 5 minutes between activities. [bc]	49.2% (93)	31.6% (60)	15.3% (29)	2.6% (5)	1.6% (3)	4.24 (190)
Large group instruction. [b c]	10.8% (20)	6.5% (12)	22.0% (41)	19.9% (37)	40.9% (76)	2.26 (186)
Children coordinating own activities in centers. [a]	0.0% (0)	0.5% (1)	4.2% (8)	15.2% (29)	80.1% (153)	4.75 (191)
Tangible rewards for behavior. [b c]	24.6% (46)	18.7% (35)	21.4% (40)	17.6% (33)	17.6% (33)	3.17 (187)
Losing privileges (e.g., trips, outdoor time). [b c]	37.9% (72)	21.1% (40)	19.5% (37)	13.2% (25)	8.4% (16)	3.67 (190)
Social reinforcement (e.g., verbal praise, attention). [a]	0.0% (0)	0.0% (0)	2.1% (4)	9.9% (19)	88.0% (169)	4.86 (192)
Using isolation to obtain compliance. [b c]	52.1% (98)	16.0% (30)	20.2% (38)	6.9% (13)	4.8% (9)	4.04 (188)
Activities directed by parents. [a]	47.6% (90)	29.6% (56)	16.9% (32)	5.3% (10)	0.5% (1)	1.81 (189)
Specifically planned outdoor activities. [a]	8.4% (16)	22.5% (43)	44.5% (85)	16.2% (31)	8.4% (16)	2.94 (191)
Multicultural and nonsexist activities. [a]	4.8% (9)	7.5% (14)	24.6% (46)	24.1% (45)	39.0% (73)	3.85 (187)
Competitive math activities for learning. [b c]	64.7% (121)	15.5% (29)	9.6% (18)	7.0% (13)	3.2% (6)	4.32 (187)
Health/safety activities. [a]	0.0% (0)	16.0% (30)	38.3% (72)	24.5% (46)	21.3% (40)	3.51 (188)
Art activities. [a]	0.0% (0)	0.0% (0)	4.2% (8)	16.2% (31)	79.6% (152)	4.75 (191)
Math incorporated with other subject areas. [a]	1.1% (2)	4.2% (8)	12.6% (24)	36.8% (70)	45.3% (86)	4.21 (190)
Overall Mean						3.89 (195)

[a] Scale: 1 = *Almost Never*, 2 = *Rarely*, 3 = *Sometimes*, 4 = *Regularly*, 5 = *Very Often*

[b] Scale: 5 = *Almost Never*, 4 = *Rarely*, 3 = *Sometimes*, 2 = *Regularly*, 1 = *Very Often*

[c] Low frequency of this behavior is desirable

APPENDIX G

Instructional Activities Scale: Time 2

Table G-1. Instructional Activities Scale at Time 2

Activity	Almost Never % (n)	Rarely % (n)	Sometimes % (n)	Regularly % (n)	Very Often % (n)	Mean (n)
Building with blocks. [a]	0.0% (0)	1.1% (1)	1.1% (1)	13.8% (13)	84.0% (79)	4.81 (94)
Children select center (i.e., book, math, science). [a]	0.0% (0)	0.0% (0)	1.1% (1)	4.3% (4)	94.7% (89)	4.94 (94)
Dramatic play. [a]	0.0% (0)	0.0% (0)	3.3% (3)	9.8% (9)	87.0% (80)	4.84 (92)
Listen to records/tapes. [a]	1.1% (1)	4.3% (4)	3.2% (3)	22.3% (21)	69.1% (65)	4.54 (94)
Creative writing. [a]	2.1% (2)	0.0% (0)	11.7% (11)	36.2% (34)	50.0% (47)	4.32 (94)
Play with games and puzzles. [a]	0.0% (0)	0.0% (0)	2.1% (2)	19.1% (18)	78.7% (74)	4.77 (94)
Explore animals and plants or wheels and gears. [a]	1.1% (1)	2.2% (2)	25.8% (24)	32.3% (30)	38.7% (36)	4.05 (93)
Singing and/or listening to music. [a]	0.0% (0)	0.0% (0)	1.1% (1)	12.8% (12)	86.2% (81)	4.85 (94)
Creative movement. [a]	0.0% (0)	2.1% (2)	9.6% (9)	24.5% (23)	63.8% (60)	4.50 (94)
Cutting out own shapes. [a]	0.0% (0)	0.0% (0)	13.8% (13)	44.7% (42)	41.5% (39)	4.28 (94)
Playing with manipulatives (e.g., pegboards, legos). [a]	0.0% (0)	0.0% (0)	1.1% (1)	19.1% (18)	79.8% (75)	4.79 (94)
Coloring and/or cutting predrawn forms. [b]	24.7% (23)	17.2% (16)	26.9% (25)	19.4% (18)	11.8% (11)	3.24 (93)
Reading in ability or age level groups. [b]	38.9% (35)	11.1% (10)	13.3% (12)	11.1% (10)	25.6% (23)	3.27 (90)
Circling, underlining, marking on worksheets. [b c]	62.4% (58)	15.1% (14)	15.1% (14)	7.5% (7)	0.0% (0)	4.32 (93)
Using math or reading flashcards and charts. [b c]	48.4% (44)	17.6% (16)	18.7% (17)	5.5% (5)	9.9% (9)	3.89 (91)
Rote counting. [b c]	2.2% (2)	8.7% (8)	17.4% (16)	20.7% (19)	51.1% (47)	1.90 (92)
Practicing handwriting. [b c]	45.2% (42)	16.1% (15)	20.4% (19)	8.6% (8)	9.7% (9)	3.78 (93)
Reciting alphabet. [b c]	2.2% (2)	17.4% (16)	23.9% (22)	25.0% (23)	31.5% (29)	2.34 (92)
Copying from chalkboard. [b c]	69.9% (65)	12.9% (12)	12.9% (12)	3.2% (3)	1.1% (1)	4.47 (93)

[a] Scale: 1 = *Almost Never*, 2 = *Rarely*, 3 = *Sometimes*, 4 = *Regularly*, 5 = *Very Often*

[b] Scale: 5 = *Almost Never*, 4 = *Rarely*, 3 = *Sometimes*, 2 = *Regularly*, 1 = *Very Often*

[c] Low frequency of this behavior is desirable

Activity	Almost Never % (n)	Rarely % (n)	Sometimes % (n)	Regularly % (n)	Very Often % (n)	Mean (n)
Sitting for longer than 15 minutes. [b c]	35.1% (33)	27.7% (26)	12.8% (12)	14.9% (14)	9.6% (9)	3.64 (94)
Waiting for longer than 5 minutes between activities. [bc]	53.2% (50)	33.0% (31)	9.6% (9)	1.1% (1)	3.2% (3)	4.32 (94)
Large group instruction. [b c]	13.2% (12)	7.7% (7)	13.2% (12)	19.8% (18)	46.2% (42)	2.22 (91)
Children coordinating own activities in centers. [a]	0.0% (0)	1.1% (1)	5.3% (5)	16.0% (15)	77.7% (73)	4.70 (94)
Tangible rewards for behavior. [b c]	25.5% (24)	22.3% (21)	25.5% (24)	8.5% (8)	18.1% (17)	3.29 (94)
Losing privileges (e.g., trips, outdoor time). [b c]	42.6% (40)	24.5% (23)	17.0% (17)	10.6% (10)	5.3% (5)	3.88 (94)
Social reinforcement (e.g., verbal praise, attention). [a]	0.0% (0)	0.0% (0)	1.1% (1)	3.3% (3)	95.7% (88)	4.95 (92)
Using isolation to obtain compliance. [b c]	62.0% (57)	16.3% (15)	13.0% (12)	5.4% (5)	3.3% (3)	4.28 (92)
Activities directed by parents. [a]	39.8% (37)	24.7% (23)	19.4% (18)	15.1% (14)	1.1% (1)	2.13 (93)
Specifically planned outdoor activities. [a]	4.3% (4)	23.4% (22)	44.7% (42)	22.3% (21)	5.3% (5)	3.01 (94)
Multicultural and nonsexist activities. [a]	1.1% (1)	7.6% (7)	35.9% (33)	22.8% (21)	32.6% (31)	3.79 (92)
Competitive math activities for learning. [b c]	63.8% (60)	9.6% (9)	9.6% (9)	13.8% (13)	3.2% (3)	4.17 (94)
Health/safety activities. [a]	1.1% (1)	11.7% (11)	30.9% (29)	34.0% (32)	22.3% (21)	3.65 (94)
Art activities. [a]	0.0% (0)	0.0% (0)	1.1% (1)	13.8% (13)	85.1% (80)	4.84 (94)
Math incorporated with other subject areas. [a]	1.1% (1)	0.0% (0)	8.5% (8)	40.4% (38)	50.0% (47)	4.38 (94)
Overall Mean						4.17 (94)

[a] Scale: 1 = *Almost Never*, 2 = *Rarely*, 3 = *Sometimes*, 4 = *Regularly*, 5 = *Very Often*

[b] Scale: 5 = *Almost Never*, 4 = *Rarely*, 3 = *Sometimes*, 2 = *Regularly*, 1 = *Very Often*

[c] Low frequency of this behavior is desirable

APPENDIX H

Teacher Beliefs Scale: Time 1

Table H-1. Teacher Beliefs Scale at Time 1

Activity	Not at all Important % (n)	Not Very Important % (n)	Fairly Important % (n)	Very Important % (n)	Extremely Important % (n)	Mean (n)
Standardized group tests should be used as evaluation technique. [b]	47.6% (91)	26.7% (51)	19.4% (37)	4.7% (9)	1.6% (3)	4.14 (191)
Teacher observation should be used as evaluation technique. [a]	0.0% (0)	0.5% (1)	1.0% (2)	19.6% (38)	78.9% (153)	4.77 (192)
Performance on worksheets should be used for evaluation. [b]	57.4% (109)	26.8% (51)	8.9% (17)	5.8% (11)	1.1% (2)	4.34 (190)
Activities should be responsive to differences in interest. [a]	0.0% (0)	0.0% (0)	4.7% (9)	30.2% (58)	65.1% (125)	4.60 (192)
Activities should be responsive to developmental difference. [a]	0.0% (0)	0.5% (1)	3.6% (7)	19.7% (38)	76.2% (147)	4.72 (193)
Curriculum areas should be taught separately. [b]	56.8% (109)	31.3% (60)	8.3% (16)	3.6% (7)	0.0% (0)	4.41 (192)
Interactions should develop self-esteem & self-efficacy. [a]	0.0% (0)	0.0% (0)	0.0% (0)	9.3% (18)	90.7% (176)	4.91 (194)
Children should select their own activities. [a]	0.0% (0)	0.0% (0)	0.0% (0)	21.1% (41)	78.9% (153)	4.79 (194)
Children should cut on their own during activities. [a]	0.0% (0)	0.0% (0)	2.1% (4)	30.4% (59)	67.5% (131)	4.65 (194)
Preschoolers should work quietly and alone on seatwork. [b]	53.9% (103)	23.6% (45)	15.2% (29)	4.2% (8)	3.1% (6)	4.21 (191)
Preschoolers should learn by active exploration. [a]	0.0% (0)	0.0% (0)	0.5% (1)	9.3% (18)	90.2% (175)	4.90 (194)
Preschoolers should learn by interaction with other children. [a]	0.0% (0)	0.0% (0)	2.1% (4)	17.2% (33)	80.7% (155)	4.79 (192)
Children should complete workbooks and/or ditto sheets. [b]	60.2% (115)	27.2% (52)	9.4% (18)	2.6% (5)	0.5% (1)	4.44 (191)
Children should have group practice with numbers, letters, shapes, etc. [b]	17.9% (34)	32.1% (61)	27.9% (53)	15.3% (29)	6.8% (13)	3.39 (190)
There should be a structured reading or pre-reading program. [b]	31.9% (60)	27.7% (52)	17.0% (32)	13.3% (25)	10.1% (19)	3.58 (188)
Teacher should address the whole group on same activity. [b]	18.7% (35)	35.3% (66)	31.0% (58)	12.3% (23)	2.7% (5)	3.55 (187)
Teachers should facilitate involvement amongst children. [a]	0.5% (1)	0.5% (1)	4.2% (8)	23.7% (45)	71.1% (135)	4.64 (190)
Teachers should use authority to encourage behavior. [b]	34.0% (64)	28.2% (53)	26.1% (49)	8.0% (15)	3.7% (7)	3.81 (188)
Teachers should use authority to punish behavior. [b]	38.4% (71)	29.2% (54)	21.1% (39)	8.6% (16)	2.7% (5)	3.92 (185)

[a] Scale: 1 = *Not at All Important*, 2 = *Not Very Important*, 3 = *Fairly Important*, 4 = *Very Important*, 5 = *Extremely Important*

[b] Scale: 5 = *Not at All Important*, 4 = *Not Very Important*, 3 = *Fairly Important*, 2 = *Very Important*, 1 = *Extremely Important*

Activity	Not at all Important % (n)	Not Very Important % (n)	Fairly Important % (n)	Very Important % (n)	Extremely Important % (n)	Mean (n)
Children should be involved in establishing rules. [a]	0.0% (0)	1.1% (2)	7.9% (15)	41.8% (79)	49.2% (93)	4.39 (189)
Children should be instructed in recognizing single letters. [b]	15.3% (29)	27.0% (51)	33.9% (64)	15.3% (29)	8.5% (16)	3.25 (189)
Children should color in lines. [b]	46.4% (89)	33.3% (64)	16.7% (32)	1.6% (3)	2.1% (4)	4.20 (192)
Children should form letters correctly on a printed line. [b]	55.0% (105)	26.2% (50)	13.6% (26)	1.6% (3)	3.7% (7)	4.27 (191)
Stories should be read to individuals and groups of children. [a]	0.0% (0)	0.0% (0)	1.0% (2)	10.4% (20)	88.5% (170)	4.88 (192)
Children should dictate stories to teachers. [a]	1.6% (3)	4.2% (8)	17.2% (33)	35.9% (69)	41.1% (79)	4.11 (192)
Children should be exposed to functional print. [a]	0.5% (1)	0.0% (0)	6.7% (13)	30.1% (58)	62.7% (121)	4.54 (193)
Children should participate in dramatic play. [a]	0.0% (0)	0.0% (0)	0.0% (0)	28.0% (54)	72.0% (139)	4.72 (193)
Children should talk informally with adults. [a]	0.5% (1)	1.0% (2)	5.7% (11)	26.6% (51)	66.1% (127)	4.57 (192)
Children should experiment by inventing their own spelling. [a]	0.5% (1)	0.5% (1)	6.3% (12)	32.5% (62)	60.2% (115)	4.51 (191)
Opportunities to develop social skills should be encouraged among peers. [a]	0.0% (0)	0.0% (0)	0.5% (1)	12.5% (24)	87.0% (167)	4.86 (192)
Preschoolers should learn to read. [b]	37.6% (71)	42.9% (81)	13.2% (25)	4.8% (9)	1.6% (3)	4.10 (189)
Math should be integrated with all curriculum areas. [a]	0.5% (1)	4.2% (8)	25.0% (48)	41.1% (79)	29.2% (56)	3.94 (192)
Health and safety activities should be included throughout the year. [a]	0.0% (0)	0.0% (0)	9.8% (19)	42.5% (82)	47.7% (92)	4.38 (193)
Children should be exposed to multi-cultural and nonsexist activities. [a]	0.0% (0)	0.5% (1)	10.9% (21)	32.6% (63)	56.0% (108)	4.44 (193)
Outdoor times should have planned activities. [a]	7.3% (14)	30.4% (58)	38.2% (73)	13.1% (25)	11.0% (21)	2.90 (191)
Programs should gain input from parents. [a]	0.0% (0)	0.0% (0)	2.1% (4)	22.3% (43)	75.6% (146)	4.74 (193)
Overall Mean						4.32 (194)

[a] Scale: 1 = *Not at All Important*, 2 = *Not Very Important*, 3 = *Fairly Important*, 4 = *Very Important*, 5 = *Extremely Important*

[b] Scale: 5 = *Not at All Important*, 4 = *Not Very Important*, 3 = *Fairly Important*, 2 = *Very Important*, 1 = *Extremely Important*

APPENDIX I

Teacher Beliefs Scale: Time 2

Table I-1. Teacher Beliefs Scale at Time 2

Activity	Not at all Important % (n)	Not Very Important % (n)	Fairly Important % (n)	Very Important % (n)	Extremely Important % (n)	Mean (n)
Standardized group tests should be used as evaluation technique. [b]	43.6% (41)	29.8% (28)	23.4% (22)	3.2% (3)	0.0% (0)	4.14 (94)
Teacher observation should be used as evaluation technique. [a]	0.0% (0)	0.0% (0)	1.1% (1)	20.2% (19)	78.7% (74)	4.78 (94)
Performance on worksheets should be used for evaluation. [b]	59.6% (56)	25.5% (24)	13.8% (13)	1.1% (1)	0.0% (0)	4.44 (94)
Activities should be responsive to differences in interest. [a]	0.0% (0)	0.0% (0)	0.0% (0)	33.0% (31)	67.0% (63)	4.67 (94)
Activities should be responsive to developmental difference. [a]	0.0% (0)	0.0% (0)	1.1% (1)	20.2% (19)	78.7% (74)	4.78 (94)
Curriculum areas should be taught separately. [b]	53.8% (50)	33.3% (31)	7.5% (7)	5.4% (5)	0.0% (0)	4.35 (93)
Interactions should develop self-esteem & self-efficacy. [a]	0.0% (0)	0.0% (0)	0.0% (0)	8.6% (8)	91.4% (85)	4.91 (93)
Children should select their own activities. [a]	0.0% (0)	0.0% (0)	0.0% (0)	20.4% (19)	79.6% (74)	4.80 (93)
Children should cut on their own during activities. [a]	0.0% (0)	0.0% (0)	0.0% (0)	27.7% (26)	72.3% (68)	4.72 (94)
Preschoolers should work quietly and alone on seatwork. [b]	45.1% (42)	38.0% (35)	13.0% (12)	1.1% (1)	2.2% (2)	4.24 (92)
Preschoolers should learn by active exploration. [a]	0.0% (0)	0.0% (0)	0.0% (0)	18.1% (17)	81.9% (77)	4.82 (94)
Preschoolers should learn by interaction with other children. [a]	0.0% (0)	0.0% (0)	0.0% (0)	18.1% (17)	81.9% (77)	4.82 (94)
Children should complete workbooks and/or ditto sheets. [b]	54.3% (51)	36.2% (34)	8.5% (8)	1.1% (1)	0.0% (0)	4.44 (94)
Children should have group practice with numbers, letters, shapes, etc. [b]	19.1% (18)	35.1% (33)	23.4% (22)	11.7% (11)	10.6% (10)	3.40 (94)
There should be a structured reading or pre-reading program. [b]	25.5% (24)	26.6% (25)	19.1% (18)	17.0% (16)	11.7% (11)	3.37 (94)
Teacher should address the whole group on same activity. [b]	12.8% (12)	37.2% (35)	36.2% (34)	9.6% (9)	4.3% (4)	3.45 (94)
Teachers should facilitate involvement amongst children. [a]	0.0% (0)	1.1% (1)	3.2% (3)	23.4% (22)	72.3% (68)	4.67 (94)
Teachers should use authority to encourage behavior. [b]	30.9% (29)	37.2% (35)	20.2% (19)	7.4% (7)	4.3% (4)	3.83 (94)
Teachers should use authority to punish behavior. [b]	39.8% (37)	43.0% (40)	12.9% (12)	4.3% (4)	0.0% (0)	4.18 (93)

[a] Scale: 1 = *Not at All Important*, 2 = *Not Very Important*, 3 = *Fairly Important*, 4 = *Very Important*, 5 = *Extremely Important*

[b] Scale: 5 = *Not at All Important*, 4 = *Not Very Important*, 3 = *Fairly Important*, 2 = *Very Important*, 1 = *Extremely Important*

Activity	Not at all Important % (n)	Not Very Important % (n)	Fairly Important % (n)	Very Important % (n)	Extremely Important % (n)	Mean (n)
Children should be involved in establishing rules. [a]	1.1% (1)	2.1% (2)	4.3% (4)	37.2% (35)	55.3% (52)	4.44 (94)
Children should be instructed in recognizing single letters. [b]	9.7% (9)	22.6% (21)	47.3% (44)	12.9% (12)	7.5% (7)	3.14 (93)
Children should color in lines. [b]	35.9% (33)	40.2% (37)	20.7% (19)	3.3% (3)	0.0% (0)	4.09 (92)
Children should form letters correctly on a printed line. [b]	42.4% (39)	44.6% (41)	10.9% (10)	1.1% (1)	1.1% (1)	4.26 (92)
Stories should be read to individuals and groups of children. [a]	0.0% (0)	0.0% (0)	0.0% (0)	8.5% (8)	91.5% (86)	4.91 (94)
Children should dictate stories to teachers. [a]	1.1% (1)	2.1% (2)	18.1% (17)	43.6% (41)	35.1% (33)	4.10 (94)
Children should be exposed to functional print. [a]	0.0% (0)	0.0% (0)	8.5% (8)	24.5% (23)	67.0% (63)	4.59 (94)
Children should participate in dramatic play. [a]	0.0% (0)	0.0% (0)	2.2% (2)	26.9% (25)	71.0% (66)	4.69 (93)
Children should talk informally with adults. [a]	0.0% (0)	0.0% (0)	1.1% (1)	23.4% (22)	75.5% (71)	4.74 (94)
Children should experiment by inventing their own spelling. [a]	0.0% (0)	1.1% (1)	5.3% (5)	29.8% (28)	63.8% (60)	4.56 (94)
Opportunities to develop social skills should be encouraged among peers. [a]	0.0% (0)	0.0% (0)	0.0% (0)	14.9% (14)	85.1% (80)	4.85 (94)
Preschoolers should learn to read. [b]	27.7% (26)	41.5% (39)	22.3% (21)	5.3% (5)	3.2% (3)	3.85 (94)
Math should be integrated with all curriculum areas. [a]	2.1% (2)	1.1% (1)	21.3% (20)	40.4% (38)	35.1% (33)	4.05 (94)
Health and safety activities should be included throughout the year. [a]	0.0% (0)	2.1% (2)	5.3% (5)	47.9% (45)	44.7% (42)	4.35 (94)
Children should be exposed to multi-cultural and nonsexist activities. [a]	0.0% (0)	1.1% (1)	11.7% (11)	42.6% (40)	44.7% (42)	4.31 (94)
Outdoor times should have planned activities. [a]	4.3% (4)	33.0% (31)	37.2% (35)	18.1% (17)	7.4% (7)	2.91 (94)
Programs should gain input from parents. [a]	0.0% (0)	0.0% (0)	1.1% (1)	23.4% (22)	75.5% (71)	4.74 (94)
Overall Mean						3.98 (94)

[a] Scale: 1 = *Not at All Important*, 2 = *Not Very Important*, 3 = *Fairly Important*, 4 = *Very Important*, 5 = *Extremely Important*

[b] Scale: 5 = *Not at All Important*, 4 = *Not Very Important*, 3 = *Fairly Important*, 2 = *Very Important*, 1 = *Extremely Important*